

Teacher Attrition and Mobility

Results from the Teacher Follow-up Survey, 2000-01

E.D. Tabs





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August 2004

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Summary

Introduction

Between the 1999–2000 and 2000–01 school years, approximately 8 percent of public and private school teachers transferred to a different school and 7 percent and 13 percent of public and private school teachers, respectively, chose to leave the teaching profession (table 1). Teachers who change schools or leave the teaching profession create difficulties for school administrators who must spend valuable time and resources to adequately staff their classrooms. Additionally, teachers moving and leaving raise questions about the professional satisfaction of teachers. In order to gain an understanding of the professional motivations of teachers who leave their positions, three related questions must be examined. First, who is most likely to move or leave? Understanding trends in teachers moving and leaving will enable policymakers to target those teachers who are most likely to leave their positions. Second, why do teachers move or leave? It is important to understand the underlying reasons for these decisions to develop strategies to retain teachers. Finally, where do teachers go when they move or leave? Information about what teachers do after they leave their position, and how these new positions compare to teaching, provides insight about the professional needs of teachers. This report seeks to shed light on these questions by examining the characteristics of teachers who left the teaching profession between the 1999–2000 and 2000–01 school years (“leavers”), teachers who continued teaching but changed schools (“movers”), and teachers who continued teaching in the same school in 2000–01 (“stayers”).

Data Source

The Teacher Follow-up Survey (TFS) is a one-year follow-up of a sample of approximately 8,400 teachers who were originally selected for the teacher component in the Schools and Staffing Survey (SASS). The Schools and Staffing Survey is an integrated set of surveys of public and private schools, principals, teachers, library media centers, and public school districts throughout the United States of America. There have been four data cycles for the Schools and Staffing Survey, and likewise, four Teacher Follow-up Surveys.

The 2000–01 Teacher Follow-up Survey data in this report link responses from the 2000–01 school year to characteristics of those same teachers who participated in SASS during the 1999–2000 school year. Within this report, there are some data that are drawn directly from the 1999–2000 SASS. These data are termed “base year” because the SASS sample is the “base” for the teachers who are selected for the Teacher Follow-up Survey. Base year characteristics include personal and professional descriptors of the teacher (age, sex, race/ethnicity, teaching assignment field), as well as characteristics of the school in which the teachers worked in 1999–2000 (whether the school was public or private, region of the country in which the school was located, and the community type or locale of the school). These “base year” characteristics provide the context for the data collected in the Teacher Follow-up Survey.

The purpose of the Teacher Follow-up Survey is to provide information about teacher mobility and attrition. For example, how do teachers who remain teaching at the same school from year to year (“stayers”) compare with those who do not? How many teachers move from one school to another school (“movers”) ? What percentage of teachers leave the profession between one year and the next (“leavers”) ? These types of questions can be answered with data from the Teacher Follow-up Survey. For teachers who leave the profession, TFS asks about

their occupational status (are former teachers working, retired, or caring for family members?) or whether they are seeking further education, and reasons for leaving teaching, as well as recommendations for how schools might retain teachers. Those who remain in teaching are asked about changes in teaching assignment, opinions about retaining teachers, and retirement plans. Teachers who move from one school to another are asked to describe the type of school to which they moved. Furthermore, data from the Teacher Follow-up Survey can be used to compare attrition and mobility across the public and private school sectors.

Approximately 3,300 stayers, 2,200 movers, and 2,800 leavers were included in the initial 2000–01 Teacher Follow-up Survey sample. A questionnaire for former teachers was mailed to leavers, while stayers and movers were mailed a separate questionnaire for current teachers. The unit survey response rate for the TFS was 90 percent (90 percent for current teachers and 89 percent for former teachers), and 97 percent of questionnaire items had a response rate of 90 percent or higher. The cumulative overall response rate for the Teacher Follow-up Survey is based on the response rate to the SASS teacher listing form, the SASS teacher questionnaire response rate, and the TFS response rate. Because TFS estimates are based on a sample, they may differ somewhat from the values obtained from administering a complete census using the same questionnaire, instructions, and procedures. For more detailed technical information about the Teacher Follow-up Survey, please see appendix B of this report.

Organization of the Report

The body of this report is organized around the three previously described questions related to teacher attrition and mobility in the United States: Who is most likely to move or leave? Why do teachers move or leave? Where do these teachers go? A set of tables with data from the 2000–01 Teacher Follow-up Survey is presented for each question.

The first section, “Who Is Most Likely to Move or Leave?,” presents basic information on base year (1999–2000) teachers who left the teaching profession (“leavers”), as well as corresponding characteristics of teachers who remained in their base year schools (“stayers”) or who moved to another school to teach during the 2000–01 school year (“movers”). The number and percentage of stayers, movers, and leavers are reported along a number of selected teacher, school, and job characteristics, as well as teachers’ plans to remain in teaching, as reported in SASS in 1999–2000. This section also includes the average income levels of stayers, movers, and leavers during the 1999–2000 school year.

The second section, “Why Do Teachers Move or Leave?,” includes current and former teachers’ satisfaction with their base year schools, their perceptions of the administrators, instructional leaders, and staff at their base year schools, and the reasons movers and leavers gave for leaving the school in which they taught in 1999–2000.

Finally, the section titled, “Where Do Teachers Go When They Move or Leave?,” reports the current main occupational status of former teachers, as well as how those teachers perceived their current jobs relative to their former teaching positions. The percentage of base year teachers moving across schools, school districts, and sectors is also considered in this section, as are data on base year teachers who retired from the teaching profession between the 1999–2000 and 2000–01 school years.

Many of the tables found in this report present findings by a set of selected teacher and school characteristics. Included among these characteristics are the sector (public or private) and level of the school (elementary,

secondary, or combined-grade) at which the respondent taught during the 1999–2000 school year, the main assignment field (e.g., mathematics, science) and teaching status (full-time or part-time) of the respondent in 1999–2000, and the current or former teachers' years of teaching experience, age, sex, and race/ethnicity¹. Public school teachers include those who teach in public charter schools as well as in traditional public schools.

The final portion of this report includes three appendices that provide supporting information for the data reported. Standard error tables for every table included in this report are located in appendix A. Technical notes, located in appendix B, include an overview of the survey content, target populations and estimates, sample design and implementation, data collection procedures, response rates, imputation procedures, and weighting. Finally, appendix C provides a brief description of the SASS and TFS variables used to produce the tables in this report.

This report was written to be understandable to readers with little statistical background. For more information concerning survey design and collection, the statistical procedures used in the report, and the accuracy of estimates, please see appendix B. Additional information concerning the Teacher Follow-up Survey is also available on the World Wide Web at <http://nces.ed.gov/surveys/SASS>. All differences discussed in this report were tested and found to be statistically significant at the .05 level. However, not all statistically significant differences are discussed. As this is a descriptive report, readers should not attempt to draw causal inferences from the findings.

Selected Findings

Who Is Most Likely to Move or Leave?

- Between the 1999–2000 and 2000–01 school years 85 percent of all public school teachers remained at the same school, 8 percent moved to a different school, and 7 percent left the teaching profession (table 1). A higher proportion of public school teachers left the profession between the 1999–2000 and 2000–01 school years compared to the 1990–91 to 1991–92 and 1987–88 to 1988–89 school years.
- Between 1999–2000 and 2000–01, private school teachers were more likely to leave teaching (13 percent) than their public school counterparts (7 percent) (table 1). Conversely, public school teachers were more likely to stay, and 8 percent of the teachers in both sectors moved.
- Public and private school teachers with fewer than 10 years of teaching experience were more likely than their more experienced colleagues to move to a different school between the 1999–2000 and 2000–01 school years (table 2). Additionally, private school teachers with one to three years of experience were more likely to leave the profession than more experienced teachers.
- Public and private school teachers who were younger than age 30 were also more likely to move than older teachers in both sectors (table 3). In public and private schools, respectively, 16 percent and 13 percent of teachers who were less than 30 years old transferred to another school. Public school teachers who were older than 50 years of age or younger than 30 years of age were more likely to leave the teaching profession after 1999–2000 than other public school teachers, while private school teachers younger than 30 years old were also more likely to leave than their older counterparts.

¹ For more information on these and other variables used in this report, please see appendix C.

- Approximately 34 percent of public school movers earned \$40,000 or more in 1999–2000, in comparison to 50 percent of public school stayers and leavers (table 4). Additionally, both public school movers and leavers were more likely to earn less than \$30,000 (23 percent and 21 percent, respectively) compared to public school stayers (16 percent). Similar trends appear among private school teachers. For example, 69 percent of private school leavers and 68 percent of movers reported earning less than \$30,000 in annual income, compared to 54 percent of private school stayers. For more information regarding public and private school teachers’ average salaries and earned income, please see tables 76–79 in the *Digest of Education Statistics 2002* (NCES 2003–060), U.S. Department of Education, National Center for Education Statistics.
- Many public and private school leavers did not plan to leave the teaching profession when asked during the 2000–01 school year (table 5). Twenty-seven percent of public school leavers and 40 percent of private school leavers stated in 1999–2000 that they planned to remain in teaching as long as they were able. Nineteen percent and 32 percent of public and private school leavers, respectively, were undecided about their future plans to remain in teaching when asked during the base year.

Why Do Teachers Move or Leave?

- Among the reasons that public school teachers gave in 2000–01 for moving to a new school were an opportunity for a better teaching assignment (40 percent), dissatisfaction with support from administrators (38 percent), and dissatisfaction with workplace conditions (32 percent) (table 6).
- Like public school movers, private school movers frequently cited an opportunity for a better teaching assignment (42 percent) and dissatisfaction with support from administrators (41 percent) as reasons for changing schools following the 1999–2000 school year (table 6). However, private school movers more frequently reported changing schools to obtain a better salary or benefits (48 percent) than public school movers (19 percent).
- Twenty-nine percent of public school leavers reported in 2000–01 that they left the teaching profession in order to retire and about 20 percent each reported that they left to pursue another career and obtain a better salary or benefits (table 7). Private school leavers also frequently reported that they left teaching to pursue another career (31 percent) or obtain a better salary or benefits (28 percent). However, private school leavers were less likely than public school teachers to report that they left in order to retire (11 percent).
- Among public and private school teachers who left the teaching profession between 1999–2000 and 2000–01, larger percentages of women than men cited pregnancy/child rearing and health as very important or extremely important reasons in their decision to leave teaching (table 7). Conversely, men were more likely than women to report leaving their public or private school teaching position for a better salary or benefits, to pursue another career, or to take courses to improve their career opportunities within or outside the field of education.
- One-half of all black, non-Hispanic public school leavers in 2000–01 cited retirement as a very or extremely important reason in their decision to leave teaching, compared to 28 percent of white leavers (table 7). Black, non-Hispanic public school leavers (44 percent) were also more likely to report that they left teaching to pursue a better salary or benefits than white, non-Hispanic (17 percent), Hispanic (13 percent), and American Indian or Asian (13 percent) leavers.
- Of public school teachers who left teaching after the 1999–2000 school year and who were drawing a pension in 2000–01, about three-quarters indicated that their eligibility to receive full pension benefits was a very or extremely important factor in their decision to retire (table 8). Eligibility for an early retirement incentive was also an important factor in the decision to retire for about one-quarter (27 percent) of these former teachers.

- Public school movers were generally more likely to report dissatisfaction with their teaching experience in their former school than public school leavers (table 9). For example, movers were more likely to report that they were not satisfied with their salary at their 1999–2000 school (29 percent) than leavers (22 percent). Additionally, public school movers were more likely to report that student behavior was a problem (25 percent) than leavers (13 percent).
- A comparison of private school movers’ and leavers’ levels of satisfaction with aspects of their 1999–2000 school shows that movers were less satisfied than leavers with the salary and benefits they received (table 9). Private school movers were also more likely than leavers to report that they had neither enough influence over the school’s policies and practices nor enough autonomy and control over the classroom in 1999–2000.
- Movers were more critical of the instructional leader at their 1999–2000 school than stayers, in both public and private schools, on all eight measures included in the Teacher Follow-up Survey (table 10). Public school movers were also less likely than leavers to report that their 1999–2000 instructional leader was very or extremely effective at communicating respect and value of teachers, encouraging teachers to change teaching methods if students were not doing well, encouraging professional collaboration among teachers, and working with teaching staff to solve school or department problems. Private school movers were more critical of their previous year’s instructional leader than private school leavers on one measure: encouraging teachers to change teaching methods if students were not doing well.
- Private school movers and leavers were less likely than private school stayers to rate their former instructional leader as being effective on a variety of measures (table 10). For example, 66 percent of stayers, 41 percent of movers, and 46 percent of leavers reported that their instructional leader was effective at encouraging professional collaboration among teachers in the 1999–2000 school year. Sixty-three percent of stayers, 39 percent of movers, and 40 percent of leavers reported that their instructional leader was very or extremely effective at facilitating and encouraging professional development activities of teachers. Additionally, 70 percent of stayers reported that their instructional leader was very or extremely effective at communicating respect and value of teachers compared to 52 percent of movers and 61 percent of leavers.
- Movers were generally less satisfied than stayers with their former school’s administrators and staff (table 11). For example, fewer public and private school movers strongly agreed that there was a great deal of cooperative effort among staff members at their 1999–2000 school compared to public and private school stayers.

Where Do Teachers Go When They Move or Leave?

- Between the 1999–2000 and 2000–01 school years, private school movers were much more likely to transfer to the public school sector (53 percent) than public school movers were to transfer to the private school sector (2 percent) (table 12). Additionally, switching to the public school sector was more common among private school teachers with less than 5 years experience (61 percent) than among those with 5 or more years experience (48 percent).
- About half (53 percent) of public school movers chose to move to a public school in a different school district for the 2000–01 school year, while 45 percent moved to a different school but remained in the same public school district (table 12).
- Public school leavers were most likely to specify “retired” as their main occupational status in 2000–01 (28 percent), whereas private school leavers were most likely to report that they were working in an occupation outside the field of education (30 percent) or were caring for family members (24 percent) (table 13). About 20 percent of public school leavers and 14 percent of private school leavers continued to work in a K–12 school in 2000–01, but were no longer teaching.

- Of leavers who reported that their main occupational status in 2000–01 was working, private school leavers (67 percent) were more likely than public school leavers (32 percent) to be employed in the private sector (table 13). Fifty-nine percent and 23 percent of public and private school leavers whose main occupational status was working, respectively, reported being employed by the local, state, or federal government.
- Leavers who were working in a non-teaching position in 2000–01 were asked to compare their current position to their 1999–2000 teaching position on 17 occupational characteristics, like salary, intellectual challenge, availability of resources, and recognition and support from administrators or managers (table 14). Of leavers who did not report “no difference” between the two positions, public school leavers indicated that 15 of the 17 characteristics were better in their current position than in teaching, with the exception of benefits and job security. Similarly, private school leavers were more likely to report that 16 of the 17 characteristics were better in their current position than better in teaching, with job security being the lone exception.
- In comparing their new positions with teaching, half or more of both public and private school leavers who selected working as their main occupational status reported that the manageability of their workload, opportunities for professional advancement, professional prestige, and general work conditions were better in their current (2000–01) positions (table 14). Private school leavers were more likely to report that they received a better salary in their current position (65 percent) than were public school leavers (44 percent).

Who Is Most Likely to Move or Leave?

Table 1. Number and percentage of public and private school teacher stayers, movers, and leavers, by sector: 1988–89, 1991–92, 1994–95, and 2000–01

Sector and year	Number				Percentage		
	Total base year teachers ¹	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Public							
1988–89	2,386,500	2,065,800	188,400	132,300	86.5	7.9	5.6
1991–92	2,553,500	2,237,300	185,700	130,500	87.6	7.3	5.1
1994–95	2,555,800	2,205,300	182,900	167,600	86.3	7.2	6.6
2000–01	2,994,700	2,542,200	231,000	221,400	84.9	7.7	7.4
Private							
1988–89	311,900	242,500	29,700	39,700	77.8	9.5	12.7
1991–92	353,800	287,100	23,200	43,500	81.1	6.6	12.3
1994–95	376,800	310,100	21,700	45,000	82.3	5.8	11.9
2000–01	448,600	354,800	37,600	56,200	79.1	8.4	12.5

¹The total number of base year teachers for any year is slightly lower than previously published counts, as all teachers who responded to SASS but were ineligible for the TFS (died or moved out of the country) were removed from the weighted count of base year teachers.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Total numbers are rounded to the nearest 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers"); and U.S. Department of Education, National Center for Education Statistics, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994–95* (NCES 97–450).

Table 2. Percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1987–88 to 1988–89, 1990–91 to 1991–92, 1993–94 to 1994–95, and 1999–2000 to 2000–01

School or teacher characteristic	Public											
	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95			From 1999–2000 to 2000–01		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.5	7.9	5.6	87.6	7.3	5.1	86.3	7.2	6.6	84.9	7.7	7.4
Full-time teaching experience												
1–3 years	77.4	14.3	8.3	79.7	13.1	7.2	79.6	12.7	7.8	78.2	13.3	8.5
4–9 years	82.9	11.1	6.0	84.8	9.9	5.3	83.0	9.9	7.1	83.3	10.2	6.5
10–19 years	89.3	6.7	4.0	91.0	6.5	2.4	89.1	6.6	4.4	86.9	6.6	6.5
20–24 years	93.6	4.1	2.2	93.3	3.3	3.4	92.5	2.8	4.6	93.6	3.5	3.0
25 years or more	84.9	4.1	11.0	85.9	3.1	11.0	84.9	4.1	11.1	85.3	3.5	11.2
Not reported ¹	95.0	2.5	2.5	†	†	†	†	†	†	†	†	†
Age												
Less than 25 years	78.7	17.0	4.3	73.8	17.2	9.1	81.1	15.2	3.8	76.4	14.4	9.3
25–29 years	75.0	16.1	9.0	76.6	14.3	9.0	76.3	13.7	10.0	74.1	16.2	9.7
30–39 years	85.2	9.0	5.8	85.9	9.9	4.2	84.8	8.6	6.7	84.9	8.6	6.5
40–49 years	91.2	6.4	2.4	92.5	5.5	2.0	89.9	6.1	3.9	88.7	6.7	4.6
50–59 years	90.4	3.9	5.7	89.3	4.0	6.7	88.9	4.8	6.3	88.1	3.8	8.1
60–64 years	72.0	4.5	23.4	71.0	2.2	26.8	68.0	1.5	30.5	72.1	2.2	25.7
65 years or more	83.3	#	16.7	48.9	10.3	40.9	63.2	‡	34.1	80.4	3.1	16.6
Not reported ¹	77.9	9.3	8.5	†	†	†	†	†	†	†	†	†
Sex												
Male	87.7	7.3	5.1	89.1	6.4	4.5	88.2	6.6	5.2	86.7	6.0	7.4
Female	86.1	8.1	5.8	87.1	7.6	5.3	85.6	7.4	7.1	84.3	8.3	7.4
Not reported ¹	81.8	11.0	7.2	†	†	†	†	†	†	†	†	†
Race/ethnicity												
White, non-Hispanic	86.5	7.8	5.7	87.6	7.3	5.1	86.7	6.8	6.5	85.0	7.6	7.5
American Indian or Alaska Native	95.0	1.9	3.1	96.3	2.0	1.7	90.0	6.6	3.5	87.9	4.7	7.5
Asian or Pacific Islander	73.7	22.1	4.2	84.7	8.2	7.0	87.8	9.8	2.4	81.7	16.2	2.1
Black, non-Hispanic	86.2	8.8	5.1	85.5	8.3	6.1	84.9	8.5	6.6	84.3	8.3	7.4
Hispanic	88.9	8.2	2.9	89.6	6.0	4.4	79.4	11.5	9.1	85.4	7.1	7.5
Not reported ¹	86.1	7.9	6.1	†	†	†	†	†	†	†	†	†
Region												
Northeast	89.9	5.6	4.5	89.2	6.6	4.1	88.7	5.1	6.2	88.5	5.5	6.0
Midwest	86.5	7.6	5.9	89.7	5.9	4.4	85.3	6.5	8.2	86.6	6.9	6.5
South	84.7	9.3	5.9	86.1	8.1	5.9	85.1	8.4	6.5	81.8	9.5	8.7
West	86.0	8.3	5.7	86.0	8.3	5.7	87.3	7.9	4.8	84.8	7.6	7.7
School level												
Elementary	86.0	8.8	5.2	86.6	8.0	5.3	85.4	7.8	6.8	84.7	8.6	6.8
Secondary	88.1	6.5	5.4	89.5	5.6	4.9	87.5	5.7	6.7	85.2	6.2	8.6
Combined	87.5	5.6	6.9	83.2	11.5	5.3	87.8	7.0	5.2	87.6	4.8	7.7
Not reported ¹	82.9	8.9	8.2	†	†	†	†	†	†	†	†	†

See footnotes at end of table.

Table 2. Percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1987–88 to 1988–89, 1990–91 to 1991–92, 1993–94 to 1994–95, and 1999–2000 to 2000–01—Continued

School or teacher characteristic	Private											
	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95			From 1999–2000 to 2000–01		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	77.8	9.5	12.7	81.1	6.6	12.3	82.3	5.8	11.9	79.1	8.4	12.5
Full-time teaching experience												
1–3 years	70.6	13.5	15.9	73.5	9.8	16.7	72.3	10.3	17.3	66.8	12.0	21.2
4–9 years	75.7	11.6	12.8	79.2	8.1	12.7	81.2	7.0	11.9	78.2	11.0	10.8
10–19 years	81.1	7.5	11.4	88.6	5.3	6.2	89.7	2.4	7.9	87.5	5.7	6.8
20–24 years	85.5	7.1	7.4	92.3	3.0	4.7	92.3	2.5	5.2	88.1	5.7	6.2
25 years or more	88.3	4.3	7.4	83.0	2.4	14.6	85.5	2.9	11.6	86.3	3.9	9.8
Not reported ¹	74.6	7.0	18.4	†	†	†	†	†	†	†	†	†
Age												
Less than 25 years	63.2	17.9	19.0	62.4	13.8	23.8	67.4	12.6	20.0	58.5	11.5	29.9
25–29 years	64.8	17.5	17.6	70.4	11.8	17.8	76.1	10.8	13.1	67.9	13.6	18.6
30–39 years	78.5	9.1	12.4	78.7	7.5	13.7	77.6	7.5	14.9	77.5	8.8	13.7
40–49 years	82.0	7.5	10.5	87.2	5.2	7.7	87.2	4.1	8.7	83.8	7.7	8.5
50–59 years	82.3	6.4	11.3	87.0	3.3	9.6	89.3	2.4	8.2	88.9	5.2	5.9
60–64 years	79.8	3.3	16.9	81.1	1.1	17.8	84.9	2.0	13.1	71.0	10.9	18.1
65 years or more	88.2	3.9	7.9	73.4	5.9	20.7	56.6	‡	41.9	70.6	#	29.4
Not reported ¹	84.8	9.1	6.2	†	†	†	†	†	†	†	†	†
Sex												
Male	83.7	6.1	10.2	81.6	6.3	12.1	82.1	4.8	13.1	81.1	7.2	11.7
Female	76.2	10.4	13.4	81.0	6.6	12.3	82.4	6.1	11.6	78.5	8.8	12.8
Not reported ¹	#	‡	#	†	†	†	†	†	†	†	†	†
Race/ethnicity												
White, non-Hispanic	78.7	9.2	12.1	81.3	6.7	12.0	82.5	5.7	11.7	79.0	8.7	12.3
American Indian or Alaska Native	67.1	15.5	17.5	83.5	‡	16.5	‡	‡	38.5	76.9	2.9	20.2
Asian or Pacific Islander	90.3	‡	8.8	85.9	1.9	12.2	79.0	‡	17.5	68.6	7.2	24.2
Black, non-Hispanic	29.6	35.7	34.7	78.4	2.4	19.3	82.3	‡	12.6	83.2	2.1	14.8
Hispanic	68.6	10.2	21.3	77.4	9.0	13.6	77.2	‡	14.6	81.5	8.9	9.6
Not reported ¹	67.5	14.1	18.5	†	†	†	†	†	†	†	†	†
Region												
Northeast	78.5	11.1	10.4	83.1	5.4	11.5	84.0	7.1	8.9	79.2	8.8	12.0
Midwest	81.5	8.6	9.9	83.6	6.7	9.7	84.3	5.9	9.8	79.4	8.4	12.3
South	75.6	8.8	15.6	77.3	6.7	16.0	81.5	4.1	14.5	78.4	7.7	13.9
West	73.4	9.3	17.3	81.7	8.1	10.2	78.3	6.7	15.0	79.8	9.2	11.0
School level												
Elementary	77.0	10.9	12.1	81.2	7.4	11.4	83.7	5.8	10.5	78.8	10.2	11.0
Secondary	81.3	6.9	11.8	84.1	4.9	11.0	83.0	5.5	11.5	82.5	9.0	8.5
Combined	75.9	8.5	15.6	79.7	6.7	13.6	79.1	6.0	14.9	77.8	5.5	16.7
Not reported ¹	78.7	10.0	11.3	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

‡ Reporting standards not met.

¹ The 1987–88 SASS and 1988–89 TFS data were not imputed; all other collections were imputed.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”); and U.S. Department of Education, National Center for Education Statistics, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey: 1994–95* (NCES 97–450).

Table 3. Number and percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1999–2000 to 2000–01

School or teacher characteristic	Public						Private					
	Number			Percentage			Number			Percentage		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	2,542,200	231,000	221,400	84.9	7.7	7.4	354,800	37,600	56,200	79.1	8.4	12.5
Teaching experience												
1–3 years	372,900	66,500	43,100	77.3	13.8	8.9	68,400	11,200	24,200	65.9	10.8	23.3
4–9 years	583,700	76,200	48,600	82.4	10.8	6.9	88,200	13,500	15,200	75.4	11.6	13.0
10–19 years	678,200	52,400	47,700	87.1	6.7	6.1	102,600	6,900	7,800	87.5	5.9	6.6
20 years or more	907,500	35,900	82,100	88.5	3.5	8.0	95,600	6,000	9,000	86.5	5.4	8.2
Age												
Less than 30 years	367,900	77,200	47,300	74.7	15.7	9.6	55,700	11,100	19,700	64.4	12.8	22.8
30–39 years	601,200	60,800	46,300	84.9	8.6	6.5	81,000	9,200	14,300	77.5	8.8	13.7
40–49 years	810,600	61,300	41,700	88.7	6.7	4.6	112,200	10,300	11,400	83.8	7.7	8.5
50 years or more	762,600	31,700	86,100	86.6	3.6	9.8	105,800	7,000	10,800	85.6	5.7	8.7
Sex												
Male	633,700	43,800	53,800	86.7	6.0	7.4	84,500	7,500	12,200	81.1	7.2	11.7
Female	1,908,500	187,200	167,600	84.3	8.3	7.4	270,300	30,100	44,000	78.5	8.8	12.8
Race/ethnicity												
White, non-Hispanic	2,158,100	191,900	190,400	85.0	7.6	7.5	317,300	34,800	49,600	79.0	8.7	12.3
American Indian or Alaska Native	19,900	1,100	1,700	87.9	4.7	7.5	2,900	100	700	76.9	2.9	20.2
Asian or Pacific Islander	43,100	8,600	1,100	81.7	16.2	2.1	4,500	500	1,600	68.6	7.2	24.2
Black, non-Hispanic	183,600	18,100	16,200	84.3	8.3	7.4	12,000	300	2,100	83.2	2.1	14.8
Hispanic	137,500	11,400	12,000	85.4	7.1	7.5	18,100	2,000	2,100	81.5	8.9	9.6
Main assignment field												
Arts and music	155,400	21,900	15,600	80.6	11.4	8.1	25,100	2,400	2,300	84.3	8.1	7.7
English/language arts	263,100	22,500	19,100	86.3	7.4	6.3	30,000	3,300	4,700	79.0	8.7	12.3
General elementary	858,100	84,300	73,400	84.5	8.3	7.2	132,100	14,800	22,900	77.8	8.7	13.5
Mathematics	178,900	13,500	19,000	84.6	6.4	9.0	29,500	3,100	6,400	75.6	8.0	16.4
Science	158,300	12,400	13,500	85.9	6.7	7.3	25,600	3,600	2,700	80.2	11.4	8.4
Social studies	134,100	7,300	13,600	86.5	4.7	8.8	24,800	1,600	3,800	82.3	5.1	12.6
Special education	263,500	33,000	28,300	81.1	10.2	8.7	13,100	1,700	1,500	80.2	10.5	9.4
Other	530,800	36,100	38,900	87.6	6.0	6.4	74,600	7,100	11,900	79.7	7.6	12.7
Teaching status												
Full-time	2,306,500	201,200	194,800	85.4	7.4	7.2	297,800	31,200	43,000	80.1	8.4	11.6
Part-time	235,700	29,900	26,600	80.7	10.2	9.1	57,000	6,400	13,100	74.4	8.4	17.2
Region												
Northeast	525,300	32,700	35,500	88.5	5.5	6.0	82,500	9,100	12,500	79.2	8.8	12.0
Midwest	646,900	51,800	48,300	86.6	6.9	6.5	91,900	9,700	14,200	79.4	8.4	12.3
South	894,900	104,300	94,700	81.8	9.5	8.7	116,700	11,400	20,700	78.4	7.7	13.9
West	475,100	42,300	43,000	84.8	7.6	7.7	63,800	7,400	8,800	79.8	9.2	11.0
Community type												
Central city	683,600	65,400	57,300	84.8	8.1	7.1	166,800	18,500	25,600	79.1	8.8	12.1
Urban fringe/large town	1,276,800	117,100	118,000	84.5	7.8	7.8	146,800	13,800	21,400	80.7	7.6	11.8
Rural/small town	581,800	48,600	46,000	86.0	7.2	6.8	41,200	5,300	9,200	74.0	9.5	16.5
School level												
Elementary	1,668,600	168,800	133,600	84.7	8.6	6.8	170,700	22,200	23,900	78.8	10.2	11.0
Secondary	817,600	59,200	82,900	85.2	6.2	8.6	64,200	7,000	6,600	82.5	9.0	8.5
Combined	56,000	3,000	4,900	87.6	4.8	7.7	119,900	8,500	25,700	77.8	5.5	16.7
School enrollment												
Less than 200 students	148,400	17,800	15,200	81.8	9.8	8.4	117,000	14,100	23,700	75.6	9.1	15.3
200–349 students	279,900	29,300	22,200	84.5	8.8	6.7	88,300	10,700	13,100	78.8	9.5	11.7
350–499 students	408,200	36,300	35,300	85.1	7.6	7.4	53,300	4,200	6,600	83.2	6.5	10.3
500–749 students	704,500	68,000	59,000	84.7	8.2	7.1	42,800	3,700	5,800	81.9	7.1	11.1
750 students or more	1,001,300	79,600	89,800	85.5	6.8	7.7	53,300	4,900	7,100	81.6	7.6	10.8
Minority enrollment												
Less than 10 percent	873,600	66,700	70,000	86.5	6.6	6.9	197,300	20,700	30,200	79.5	8.4	12.2
10–34 percent	714,700	64,800	58,600	85.3	7.7	7.0	100,700	10,100	15,700	79.6	8.0	12.4
35 percent or more	954,000	99,500	92,800	83.2	8.7	8.1	56,800	6,800	10,300	77.0	9.2	13.9

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Total numbers are rounded to the nearest 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”).

Table 4. Percentage of public and private school teacher stayers, movers, and leavers with various average reported income levels during the base year, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public								
	Stayers			Movers			Leavers		
	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more
Total	15.6	34.7	49.7	22.6	43.9	33.5	21.0	29.2	49.8
Teaching experience									
1–3 years	40.8	47.9	11.3	44.8	45.6	9.6	54.1	35.5	10.3
4–9 years	19.3	52.8	28.0	20.5	54.4	25.1	26.4	43.9	29.7
10–19 years	12.4	33.2	54.4	5.8	45.8	48.4	11.9	43.0	45.1
20 years or more	5.3	18.8	75.9	10.4	15.7	73.8	5.6	9.3	85.2
Age									
Less than 30 years	36.7	47.2	16.2	33.3	54.9	11.9	47.5	32.6	19.9
30–39 years	19.4	48.1	32.6	20.0	48.1	31.9	17.8	54.7	27.5
40–49 years	10.7	31.5	57.9	16.8	37.9	45.3	22.9	17.4	59.7
50 years or more	7.7	21.7	70.6	13.0	20.7	66.3	7.2	19.5	73.4
Sex									
Male	11.4	31.2	57.4	11.8	39.5	48.8	19.4	25.2	55.4
Female	17.0	35.9	47.1	25.2	44.9	29.9	21.5	30.5	48.0
Race/ethnicity									
White, non-Hispanic	16.2	33.4	50.4	23.5	45.4	31.1	20.9	30.9	48.2
American Indian or Alaska Native	22.4	31.0	46.6	10.5	53.3	36.2	18.3	12.4	69.3
Asian or Pacific Islander	1.6	41.4	56.9	7.3	25.1	67.5	8.4	26.9	64.7
Black, non-Hispanic	14.3	41.9	43.8	20.3	35.1	44.6	13.5	15.7	70.7
Hispanic	11.0	43.9	45.0	23.4	46.2	30.4	32.8	23.5	43.7
Main assignment field									
Arts and music	26.8	32.7	40.5	18.3	36.5	45.2	30.5	18.4	51.1
English/language arts	12.4	31.9	55.7	17.3	38.2	44.5	30.9	26.4	42.8
General elementary	16.2	36.1	47.7	29.9	48.9	21.2	23.5	29.2	47.3
Mathematics	16.7	34.4	48.9	23.7	43.0	33.4	32.5	36.3	31.3
Science	8.9	40.3	50.8	20.1	33.8	46.1	10.2	22.6	67.2
Social studies	15.1	38.9	45.9	21.1	38.7	40.1	4.2	21.7	74.1
Special education	16.6	33.5	49.9	17.0	49.8	33.2	15.4	37.7	46.9
Other	14.2	32.4	53.4	17.4	39.8	42.8	15.5	30.4	54.1
Teaching status									
Full-time	13.5	35.8	50.7	21.8	46.1	32.2	16.3	29.7	54.0
Part-time	36.6	24.0	39.4	28.1	29.3	42.6	55.3	25.8	19.0
Region									
Northeast	7.1	25.6	67.4	6.9	48.9	44.2	5.2	24.1	70.7
Midwest	21.5	27.3	51.2	37.0	33.2	29.8	19.5	22.6	57.9
South	17.2	45.4	37.4	22.8	49.9	27.4	26.5	32.5	41.1
West	14.0	34.8	51.2	16.8	38.4	44.9	23.4	33.8	42.8
Community type									
Central city	13.1	29.9	57.0	17.1	41.5	41.4	19.6	32.4	48.0
Urban fringe/large town	12.0	33.0	55.0	19.8	45.5	34.7	16.4	25.9	57.6
Rural/small town	26.3	44.2	29.5	36.8	43.2	20.0	34.3	33.8	31.9
School level									
Elementary	17.7	35.4	46.9	24.2	45.9	29.9	24.2	31.8	44.1
Secondary	10.9	32.9	56.2	17.8	38.5	43.7	15.3	25.0	59.7
Combined	22.5	41.8	35.7	27.0	36.0	37.0	29.6	31.5	38.9
School enrollment									
Less than 200 students	35.2	41.6	23.2	48.8	15.2	36.0	57.3	21.5	21.2
200–349 students	21.7	33.0	45.2	32.4	42.3	25.3	23.6	50.6	25.8
350–499 students	17.9	38.9	43.2	35.1	34.4	30.6	19.0	31.3	49.8
500–749 students	15.5	36.9	47.6	17.2	57.0	25.8	24.3	28.7	47.1
750 students or more	10.1	31.0	59.0	12.1	44.0	43.9	12.8	24.8	62.4
Minority enrollment									
Less than 10 percent	19.6	36.0	44.5	25.2	49.7	25.1	25.6	25.1	49.3
10–34 percent	14.3	35.5	50.3	25.1	39.8	35.2	17.5	34.7	47.8
35 percent or more	13.0	33.0	54.0	19.3	42.7	38.1	19.6	28.9	51.5

See footnotes at end of table.

Table 4. Percentage of public and private school teacher stayers, movers, and leavers with various average reported income levels during the base year, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private								
	Stayers			Movers			Leavers		
	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more
Total	53.9	24.1	22.1	67.8	22.3	9.9	69.0	21.1	9.9
Teaching experience									
1–9 years	66.7	21.8	11.6	76.8	18.9	4.4	72.0	17.8	10.2
10–19 years	55.5	25.9	18.6	65.6	15.9	18.6	71.8	24.4	3.9
20 years or more	31.0	25.9	43.1	33.0	44.0	23.1	53.7	32.8	13.5
Age									
Less than 30 years	73.8	18.3	7.9	78.1	20.2	1.7	73.9	17.6	8.6
30–39 years	53.0	29.3	17.7	63.8	20.6	15.5	67.7	17.0	15.3
40–49 years	55.6	21.0	23.5	70.9	19.7	9.5	75.4	19.5	5.1
50 years or more	42.2	26.3	31.5	52.2	31.5	16.3	55.3	34.8	9.9
Sex									
Male	32.4	25.3	42.4	36.7	38.4	25.0	53.6	32.5	13.8
Female	60.6	23.7	15.8	75.5	18.3	6.2	73.3	18.0	8.8
Teaching status									
Full-time	53.0	24.7	22.3	67.7	22.7	9.7	67.8	23.2	9.0
Part-time	58.2	20.9	20.9	68.3	20.5	11.2	73.0	14.4	12.6
Region									
Northeast	45.6	27.4	27.0	73.3	18.4	8.3	61.6	22.9	15.6
Midwest	64.6	17.5	17.9	66.7	29.1	4.2	72.1	18.3	9.6
South	57.3	23.4	19.4	68.6	16.5	14.9	75.5	18.8	5.7
West	42.7	30.4	26.9	61.0	27.2	11.8	59.6	28.6	11.8
School level									
Elementary	63.7	23.0	13.3	79.4	14.6	6.1	78.6	18.1	3.4
Secondary	35.0	27.1	37.9	51.8	36.7	11.5	44.9	38.1	17.0
Combined	49.9	23.9	26.2	50.7	30.5	18.8	66.4	19.6	14.0
School enrollment									
Less than 200 students	67.5	18.8	13.7	72.9	21.6	5.5	77.5	17.4	5.2
200–349 students	60.7	25.8	13.5	70.5	20.5	9.0	79.1	10.8	10.2
350–499 students	45.4	27.2	27.4	65.1	22.4	12.6	65.7	22.7	11.6
500–749 students	47.8	28.1	24.1	53.5	37.6	8.9	65.5	21.8	12.7
750 students or more	25.9	26.2	48.0	60.3	16.6	23.1	28.3	50.7	21.1
Minority enrollment									
Less than 10 percent	58.1	21.9	20.0	72.8	17.4	9.8	75.0	17.8	7.3
10–34 percent	49.3	27.5	23.3	61.1	27.7	11.2	57.8	29.6	12.6
35 percent or more	47.1	25.6	27.3	62.5	29.1	8.3	68.7	18.0	13.3

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Detail may not sum to totals because of rounding. For more information regarding public and private school teachers' average salaries and earned income, please see tables 76–79 in the *Digest of Education Statistics 2002* (NCES 2003–060), U.S. Department of Education, National Center for Education Statistics. Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire," "Public Charter School Teacher Questionnaire," and "Private School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table 5. Percentage of public and private school teacher stayers, movers, and leavers that reported plans to remain in teaching: 1999–2000 and 2000–01

Plan	Total			Public			Private		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
As long as I am able									
1999–2000 Schools and Staffing Survey	42.9	44.9	29.7	40.5	43.1	27.1	60.1	56.2	39.7
2000–01 Teacher Followup Survey	36.6	39.4	†	34.7	37.9	†	50.1	48.6	†
Until I am eligible for retirement									
1999–2000 Schools and Staffing Survey	34.5	24.5	25.2	37.2	27.1	29.2	15.4	9.0	9.7
2000–01 Teacher Followup Survey	36.3	25.0	†	38.6	26.1	†	20.2	18.3	†
Will probably continue unless something better comes along									
1999–2000 Schools and Staffing Survey	8.6	13.4	12.2	8.7	13.5	12.9	7.3	12.7	9.5
2000–01 Teacher Followup Survey	7.1	10.3	†	6.8	10.1	†	9.5	11.8	†
Definitely plan to leave teaching as soon as I can									
1999–2000 Schools and Staffing Survey	2.3	4.1	11.3	2.4	4.4	11.8	1.4	2.3	9.5
2000–01 Teacher Followup Survey	4.5	5.8	†	4.8	6.4	†	2.7	2.3	†
Undecided at this time									
1999–2000 Schools and Staffing Survey	11.8	13.0	21.6	11.2	11.9	19.0	15.9	19.9	31.7
2000–01 Teacher Followup Survey	15.5	19.5	†	15.2	19.5	†	17.5	19.1	†

† Not applicable.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”).

Why Do Teachers Move or Leave?

Table 6. Percentage of public and private school teacher movers who rated various reasons as very important or extremely important in their decision to move from their base year school, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public										
	Changed residence	Better salary or benefits	Higher job security	Opportunity for a better teaching assignment (subject area or grade level)	Dissatisfaction with workplace conditions at previous school	Dissatisfaction with support from administrators at previous school	Dissatisfaction with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Laid off or involuntarily transferred	Did not have enough autonomy over classroom at previous school	Dissatisfaction with opportunities for professional development at previous school
Total	22.8	19.1	16.2	39.8	32.1	38.2	18.7	8.9	10.4	8.2	14.7
Teaching experience											
1–3 years	30.1	24.4	19.2	45.3	29.4	33.4	17.9	6.2	14.0	10.7	12.0
4–9 years	23.1	19.2	15.1	40.5	31.2	35.7	14.9	5.9	8.6	7.4	20.4
10–19 years	24.4	13.7	14.6	29.3	33.6	37.6	16.5	12.0	8.3	7.0	5.5
20 years or more	6.5	16.9	14.9	43.3	36.9	53.7	31.3	15.8	11.0	7.0	20.9
Age											
Less than 30 years	35.0	23.3	18.4	40.3	27.7	32.2	14.1	5.4	7.8	7.7	15.6
30–39 years	18.5	18.1	15.8	42.1	29.1	35.4	17.9	6.5	13.2	6.6	17.2
40–49 years	20.4	16.1	13.5	37.7	36.5	45.9	23.2	16.5	9.8	9.8	12.1
50 years or more	6.3	16.6	16.8	38.0	40.2	43.6	23.0	7.3	12.8	9.4	12.6
Sex											
Male	13.5	30.6	23.1	46.8	24.6	37.5	21.1	14.7	9.0	6.3	15.5
Female	25.0	16.4	14.6	38.1	33.9	38.4	18.2	7.5	10.8	8.6	14.5
Race/ethnicity											
White, non-Hispanic	20.7	18.1	17.2	42.0	32.8	37.8	19.6	8.6	10.5	8.4	15.3
American Indian and Asian ¹	48.5	18.7	1.8	19.8	14.0	24.3	17.4	10.1	10.2	6.6	16.6
Black, non-Hispanic	32.6	30.0	12.7	24.4	41.6	45.1	7.4	3.0	9.8	5.4	6.5
Hispanic	21.1	18.0	16.1	43.5	20.9	46.3	22.5	22.1	11.1	10.4	15.1
Main assignment field											
Arts and music	8.1	14.9	16.7	69.8	39.6	34.3	36.8	15.4	8.9	10.5	19.7
English/language arts	29.8	20.5	11.4	34.2	34.7	42.4	14.3	5.0	13.2	11.2	15.2
General elementary	30.3	12.9	15.7	36.8	27.7	36.4	14.7	7.5	10.9	5.3	19.7
Mathematics	25.5	25.5	14.0	19.0	26.3	33.8	14.5	9.6	8.1	2.6	5.9
Science	16.8	32.5	14.2	34.1	48.9	46.9	5.4	9.1	1.7	7.2	15.1
Social studies	14.3	28.5	26.2	47.0	26.4	32.8	12.8	6.9	16.9	16.7	7.8
Special education	10.3	15.5	18.4	40.7	33.9	41.9	27.1	14.1	8.9	14.5	8.4
Other	24.3	29.6	17.5	39.5	32.1	38.8	19.6	5.9	12.5	6.7	9.9
Teaching status											
Full-time	24.1	19.9	16.4	39.3	33.5	40.5	18.5	9.5	8.6	8.5	14.8
Part-time	14.0	13.7	14.3	43.0	23.0	22.9	20.1	4.7	22.8	6.3	13.5
Region											
Northeast	10.1	13.4	16.8	45.0	36.5	30.8	22.1	5.2	11.5	8.1	22.3
Midwest	29.4	23.1	16.0	33.3	34.2	36.3	12.7	7.5	8.4	7.8	12.7
South	23.3	20.7	14.7	41.4	29.8	41.5	20.9	7.4	9.6	7.2	13.7
West	23.4	14.5	19.6	39.7	31.7	38.5	18.0	17.0	14.3	11.3	13.6
Community type											
Central city	26.9	18.3	19.2	38.9	43.7	47.0	23.5	13.8	9.9	12.3	16.0
Urban fringe/large town	17.4	17.6	15.0	40.2	27.5	35.7	19.0	8.7	11.0	6.7	16.9
Rural/small town	30.5	23.7	14.9	39.9	27.7	32.5	11.5	2.7	9.8	6.3	7.4
School level											
Elementary	22.7	16.2	15.4	39.5	30.9	38.2	18.8	9.6	11.3	8.3	16.3
Secondary	22.2	27.2	18.3	40.7	34.8	38.8	17.6	7.0	8.2	8.1	9.7
Combined	44.1	19.7	17.4	36.9	47.2	29.6	36.0	5.5	7.1	4.1	20.4
School enrollment											
Less than 200 students	30.9	18.7	20.2	34.9	55.2	64.5	14.7	5.4	10.2	6.5	8.8
200–349 students	16.8	25.7	17.6	38.5	27.2	32.1	16.2	4.8	12.8	7.5	10.9
350–499 students	26.9	14.8	19.1	43.1	28.3	28.9	19.5	4.1	13.1	6.8	17.2
500–749 students	18.9	15.4	13.5	32.2	29.5	38.8	18.8	11.0	12.1	13.5	13.2
750 students or more	24.7	21.8	15.6	46.3	32.7	38.4	20.1	11.6	6.9	4.9	17.5
Minority enrollment											
Less than 10 percent	20.3	22.4	15.6	37.4	24.7	28.6	9.7	5.1	9.5	5.4	14.7
10–34 percent	16.2	20.8	21.6	45.9	29.9	40.2	29.7	12.0	12.9	10.2	15.9
35 percent or more	28.8	15.7	13.0	37.4	38.5	43.4	17.6	9.5	9.4	8.7	13.8

See footnotes at end of table.

Table 6. Percentage of public and private school teacher movers who rated various reasons as very important or extremely important in their decision to move from their base year school, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private									
	Changed residence	Better salary or benefits	Higher job security	Opportunity for a better teaching assignment (subject area or grade level)	Dissatisfaction with workplace conditions at previous school	Dissatisfaction with support from administrators at previous school	Dissatisfaction with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Laid off or involuntarily transferred	Dissatisfaction with opportunities for professional development at previous school
Total	14.1	47.9	26.1	41.6	26.8	41.2	24.1	14.4	11.7	24.7
Teaching experience										
1–3 years	21.6	56.1	30.3	41.2	29.1	35.3	16.6	7.0	6.8	28.1
4–9 years	10.3	36.2	26.6	47.6	29.6	53.9	22.1	11.3	16.6	18.3
10–19 years	17.6	61.0	30.6	34.3	15.7	34.0	38.6	18.3	6.6	27.3
20 years or more	4.9	44.1	11.9	37.1	29.0	31.6	26.2	30.7	15.4	29.6
Age										
Less than 30 years	24.7	54.1	27.4	51.1	30.1	37.9	22.5	10.7	3.1	24.9
30–39 years	9.7	48.5	22.9	39.3	28.0	43.3	35.6	10.8	7.5	26.3
40–49 years	10.0	51.5	30.5	40.9	23.5	46.4	13.5	13.3	16.8	22.7
50 years or more	9.3	32.3	21.8	30.6	24.8	36.1	27.2	26.3	23.0	25.0
Sex										
Male	11.6	52.0	21.6	45.2	24.3	31.9	30.4	4.9	7.2	25.1
Female	14.8	46.9	27.2	40.7	27.4	43.5	22.6	16.7	12.8	24.5
Teaching status										
Full-time	16.4	52.0	27.1	42.2	27.2	42.9	22.5	9.1	9.0	24.6
Part-time	3.1	28.3	21.1	38.5	24.9	32.9	32.3	39.8	24.7	24.8
Region										
Northeast	15.6	58.8	31.7	55.3	20.6	45.1	21.0	21.1	8.5	23.9
Midwest	7.3	44.1	23.1	45.2	32.0	37.7	25.2	9.6	11.4	21.9
South	23.5	52.7	19.1	31.6	17.3	27.9	21.4	6.4	10.6	19.5
West	6.7	32.2	34.0	35.3	42.3	61.5	30.9	24.5	17.5	37.2
Community type										
Central city	13.5	45.6	27.5	41.6	32.0	48.7	29.1	17.0	7.9	25.6
Urban fringe/large town	16.6	54.7	24.5	42.4	23.6	32.7	22.3	12.0	8.8	27.0
Rural/small town	9.9	38.7	25.5	39.5	16.9	37.2	11.7	11.2	32.6	15.2
School level										
Elementary	12.0	48.1	27.4	38.6	22.6	38.1	17.2	12.6	13.3	17.2
Secondary	12.6	36.7	15.4	52.5	43.5	46.4	36.0	24.8	16.2	38.0
Combined	20.9	57.0	31.6	40.6	24.0	44.9	32.6	10.2	3.5	33.1
Minority enrollment										
Less than 10 percent	13.8	45.2	23.1	37.9	21.8	38.8	24.2	17.0	12.3	22.6
10–34 percent	19.4	51.0	26.6	38.6	29.9	39.6	25.8	14.9	3.8	22.6
35 percent or more	7.2	51.9	34.5	57.3	37.7	50.9	21.3	5.4	21.4	34.1

¹“American Indian and Asian” includes respondents that identified themselves as American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat) and Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian).

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Respondents were asked to rate the importance of various reasons in their decision to leave last year's school, although some reasons may be involuntary. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of movers who responded "Very important" or "Extremely important." Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire," "Public Charter School Teacher Questionnaire," and "Private School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Table 7. Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the teaching profession, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public										
	Changed residence	Pregnancy/child rearing	Health	Retirement	Better salary or benefits	To pursue another career	To take courses to improve career opportunities within or outside the field of education	School received little support from the community	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures
Total	11.0	16.5	10.5	29.1	19.0	20.6	14.7	6.4	13.1	11.0	8.5
Teaching experience											
1–3 years	20.8	19.1	5.2	1.9	34.7	33.5	37.7	11.7	21.3	8.6	14.7
4–9 years	12.2	30.5	15.5	0.7	31.1	42.5	20.5	5.5	12.0	8.2	4.6
10–19 years	15.3	26.4	4.3	13.8	11.0	9.1	7.1	3.2	15.5	16.0	4.9
20 years or more	2.6	1.0	14.0	69.1	8.3	7.6	3.7	6.0	8.1	10.8	9.7
Age											
Less than 40 years	15.2	34.8	9.2	0.6	28.6	32.8	25.9	7.2	11.5	5.5	7.0
40–49 years	11.2	8.4	7.5	12.8	28.4	20.7	11.8	5.5	14.0	11.4	9.3
50 years or more	6.3	0.4	13.5	68.0	4.0	7.3	4.0	6.0	14.5	16.6	9.8
Sex											
Male	10.1	3.0	4.2	28.8	34.8	42.1	23.8	5.7	14.5	8.3	12.1
Female	11.3	20.8	12.6	29.2	14.0	13.7	11.8	6.7	12.7	11.8	7.4
Race/ethnicity											
White, non-Hispanic	10.6	18.3	11.5	27.7	17.4	21.7	14.9	6.9	14.1	11.0	7.6
American Indian and Asian ¹	3.8	8.6	10.4	22.5	12.8	15.7	11.3	11.9	12.2	31.9	28.1
Black, non-Hispanic	2.3	1.6	5.7	49.6	43.9	13.0	5.4	4.3	5.7	3.9	7.8
Hispanic	31.2	8.7	2.3	25.7	13.4	15.5	25.2	0.9	8.0	14.5	18.7
Main assignment field											
Arts and music	18.1	12.2	22.5	25.4	15.8	35.5	20.6	4.7	4.6	4.6	4.0
English/language arts	14.4	16.0	6.4	37.2	15.2	17.1	8.8	4.6	16.9	16.8	7.2
General elementary	9.1	27.0	10.0	29.2	13.0	15.0	18.3	6.5	12.5	7.1	6.1
Mathematics	33.2	11.4	8.7	21.3	27.8	29.7	20.7	4.7	5.2	4.5	11.6
Science	2.4	6.0	30.6	22.5	15.0	20.3	7.5	7.6	10.0	5.2	5.8
Social studies	1.0	4.6	4.1	36.3	36.0	45.4	9.2	10.0	12.6	11.3	9.6
Special education	3.7	16.4	3.5	18.9	21.7	10.9	10.9	2.2	20.9	24.1	7.1
Other	10.9	8.9	10.2	37.5	22.7	21.0	12.9	10.0	15.4	13.4	15.7
Teaching status											
Full-time	10.7	16.0	11.2	30.3	18.2	19.7	13.1	6.4	12.7	10.5	8.4
Part-time	13.1	19.9	5.7	20.3	25.0	27.3	26.4	6.6	16.2	14.0	9.4
Region											
Northeast	14.2	12.9	14.7	29.5	18.3	29.8	9.1	8.5	11.2	13.3	9.6
Midwest	7.3	13.4	11.6	33.3	15.5	16.3	9.9	5.2	9.5	8.3	8.5
South	11.3	16.3	8.5	28.9	21.1	19.4	15.1	5.7	17.4	13.9	9.2
West	11.7	23.3	10.3	24.6	19.0	20.5	23.8	7.7	9.5	5.7	6.2
Community type											
Central city	5.8	22.4	8.0	31.5	21.7	21.3	27.3	9.3	14.1	10.7	11.5
Urban fringe/large town	12.8	14.9	10.9	27.3	16.3	19.6	8.1	5.0	12.3	10.2	7.1
Rural/small town	12.7	13.0	12.7	30.9	22.7	22.4	16.0	6.5	14.0	13.2	8.3
School level											
Elementary	9.4	21.6	10.8	25.2	16.6	20.8	18.0	5.9	14.4	10.9	6.7
Secondary	13.4	8.5	10.4	36.2	22.7	19.7	9.0	6.3	10.3	10.2	9.9
Combined	14.5	9.9	5.1	16.7	22.1	29.8	23.1	21.6	24.7	24.0	33.0
School enrollment											
Less than 200 students	8.0	11.9	13.4	17.7	32.1	35.8	29.7	4.4	7.9	6.9	4.4
200–349 students	15.2	21.5	10.6	17.8	25.7	20.7	15.1	9.3	23.4	21.1	8.4
350–499 students	11.6	26.6	6.7	26.0	14.5	21.5	15.8	7.6	9.0	9.1	10.4
500–749 students	13.5	13.0	6.2	27.6	13.7	17.3	16.1	6.5	19.9	12.8	6.2
750 students or more	8.5	14.3	14.4	36.1	20.5	19.9	10.8	5.5	8.6	8.6	10.0
Minority enrollment											
Less than 10 percent	13.8	10.9	14.3	28.6	18.7	28.8	14.7	4.3	9.8	8.0	9.2
10–34 percent	12.0	28.7	9.4	25.7	19.8	14.4	12.8	6.7	11.0	8.5	6.7
35 percent or more	8.2	12.9	8.4	31.6	18.8	18.4	16.0	7.9	17.0	14.7	9.2

See footnotes at end of table.

Table 7. Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the teaching profession, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private										
	Changed residence	Pregnancy/child rearing	Health	Retirement	Better salary or benefits	To pursue another career	To take courses to improve career opportunities within or outside the field of education	School received little support from the community	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures
Total	15.8	23.7	9.3	10.7	27.7	31.2	17.9	5.4	14.5	11.0	7.8
Sex											
Male	7.3	2.7	3.3	16.9	51.8	43.9	36.5	4.5	16.4	5.7	2.2
Female	18.1	29.5	10.9	9.0	21.0	27.7	12.7	5.6	14.0	12.4	9.3
Teaching status											
Full-time	11.3	25.9	7.6	12.3	26.4	27.7	17.8	4.7	14.4	10.1	7.3
Part-time	30.3	16.4	14.7	5.3	32.0	42.7	18.0	7.5	14.8	13.7	9.5
Region											
Northeast	10.8	22.4	10.0	14.6	17.1	22.5	16.2	9.3	16.6	14.6	5.6
Midwest	23.3	30.0	7.4	8.9	25.6	29.4	13.2	3.3	18.4	9.0	5.0
South	13.0	24.9	7.3	11.6	30.0	37.4	21.5	5.7	8.3	7.9	8.3
West	17.3	12.5	15.8	5.9	40.7	32.0	19.3	2.5	19.9	16.1	14.2
Community type											
Central city	15.5	28.0	8.0	10.5	26.1	28.1	17.6	3.1	14.7	13.0	7.2
Urban fringe/large town	19.5	21.1	13.2	10.7	31.4	33.7	17.4	5.0	16.2	9.8	8.5
Rural/small town	7.8	17.7	3.5	11.2	23.4	34.0	19.6	12.4	10.2	8.1	7.7
School level											
Elementary	17.6	29.2	9.5	13.7	19.9	16.8	11.1	1.9	9.7	8.3	6.8
Secondary	6.5	20.2	16.1	12.5	28.4	33.6	19.7	6.5	31.2	23.6	8.4
Combined	16.4	19.4	7.2	7.4	34.8	44.0	23.7	8.3	14.7	10.2	8.5
School enrollment											
Less than 200 students	19.3	23.1	6.3	8.6	22.0	28.7	17.7	5.8	13.8	8.9	7.2
200–349 students	18.8	20.9	14.1	8.0	29.8	32.4	12.4	6.1	15.2	11.6	9.9
350–499 students	13.9	17.6	16.8	16.7	34.0	16.7	14.6	8.4	18.4	12.2	7.3
500 students or more	7.1	30.8	5.9	14.1	32.9	42.0	25.4	2.3	13.1	13.4	7.1
Minority enrollment											
Less than 10 percent	14.7	25.3	7.9	8.1	34.4	30.6	16.8	8.6	17.2	11.4	8.6
10–34 percent	16.6	23.2	12.3	16.6	20.0	28.0	16.6	1.3	15.0	13.7	8.0
35 percent or more	17.7	19.8	8.5	9.3	19.9	37.9	22.8	2.1	5.8	5.7	5.2

¹“American Indian and Asian” includes respondents that identified themselves as American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat) and Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian).

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Respondents were asked to rate the importance of various reasons in their decision to leave the teaching profession, although some reasons may be involuntary. Response choices were based on a 5-point scale, and included the following: “Not at all important,” “Slightly important,” “Somewhat important,” “Very important,” and “Extremely important.” This table includes the percent of leavers who responded “Very important” or “Extremely important.” Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Former Teachers”).

Table 8. Percentage of public school teacher leavers collecting a pension from a teacher retirement system, and percentage of leavers collecting a pension reporting that various factors were very important or extremely important in their decision to retire, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Collecting a pension from a teacher retirement system	Very important or extremely important factors in teachers' decisions to retire						
		Became eligible to receive full pension benefits	Became eligible to accept an early retirement incentive	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Dissatisfied with teaching as a career	Other family or personal reasons
Total	30.2	73.8	27.2	7.9	12.1	9.9	8.2	21.8
Sex								
Male	33.1	76.9	34.2	8.1	15.4	19.7	9.4	10.9
Female	29.3	72.7	24.6	7.8	11.0	6.3	7.8	25.7
Teaching status								
Full-time	32.1	73.3	27.6	7.4	11.9	10.0	8.6	19.8
Part-time	16.6	80.4	20.4	13.8	15.3	8.5	1.9	49.6
Region								
Northeast	27.9	68.5	29.3	6.4	13.5	9.8	10.1	18.2
Midwest	38.6	78.6	49.1	7.4	9.0	9.5	8.5	22.5
South	29.0	73.2	12.1	9.8	15.6	11.1	8.6	24.4
West	25.3	71.8	25.7	5.0	7.5	7.5	5.1	17.3
Community type								
Central city	33.5	77.1	20.5	6.2	18.2	13.8	11.2	19.9
Urban fringe/large town	26.8	75.8	30.3	9.6	10.6	9.0	7.4	22.1
Rural/small town	35.0	66.0	28.9	6.4	7.9	6.8	6.1	23.3
School level								
Elementary	27.0	71.1	27.5	10.3	13.6	7.3	11.2	22.8
Secondary	36.0	77.5	27.1	4.6	10.3	12.8	4.4	20.2
Combined	20.0	59.5	16.9	15.8	15.4	17.8	12.8	32.1
School enrollment								
Less than 200 students	19.8	41.1	23.2	12.7	8.9	6.6	4.6	43.2
200–349 students	21.5	68.1	23.1	7.4	7.1	3.6	3.2	26.0
350–499 students	27.3	78.4	36.3	15.3	17.7	15.7	14.7	26.1
500–749 students	30.1	68.6	28.0	8.3	11.0	6.5	7.9	20.8
750 students or more	35.3	79.3	24.9	5.0	12.1	11.2	7.5	18.4
Minority enrollment								
Less than 10 percent	33.2	69.6	31.7	11.7	12.5	10.9	8.5	24.4
10–34 percent	26.8	74.7	42.7	4.4	6.5	8.9	6.9	23.4
35 percent or more	30.2	76.8	14.7	6.6	15.0	9.6	8.6	18.7

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of leavers collecting a pension who responded "Very important" or "Extremely important." Data for private school teachers are not included as reporting standards were not met (there were too few cases for response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire" and "Public Charter School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Table 9. Percentage of public and private school teacher movers and leavers who strongly agreed or strongly disagreed with various statements about their former schools: 2000–01

Statement	Public				Private			
	Strongly agreed		Strongly disagreed		Strongly agreed		Strongly disagreed	
	Movers	Leavers	Movers	Leavers	Movers	Leavers	Movers	Leavers
I was satisfied with my salary.	11.8	12.3	29.1	21.9	7.5	12.7	47.1	34.4
The school or district offered satisfactory benefits.	20.9	24.7	11.0	4.8	13.1	18.9	31.4	19.3
I was satisfied with the level of job security at the school (e.g., the possibility of being laid off).	37.5	56.3	10.1	7.7	33.2	42.3	23.0	13.7
In thinking of all the factors that influenced my satisfaction with teaching in last year's school, overall, I was satisfied.	19.0	29.3	24.4	16.8	18.8	31.1	19.2	12.5
In thinking of all the factors that influenced my satisfaction with teaching in general, overall, I was satisfied.	†	28.4	†	7.4	†	31.3	†	6.2
The school facility (buildings and grounds) was in need of significant repair.	22.4	14.5	26.1	30.6	17.4	12.5	27.2	34.1
The school was located in a safe neighborhood.	40.4	52.0	7.8	3.3	51.6	56.7	6.7	3.8
I felt safe at the school.	40.1	53.5	6.0	2.2	62.2	58.6	1.4	0.9
The school's security policies and practices were sufficient.	33.1	39.2	9.2	4.5	36.4	46.7	5.3	2.8
Student behavior was a problem.	24.9	12.8	15.0	20.0	10.7	11.1	33.9	36.4
Most of the students in the school were motivated to learn.	16.7	19.7	12.0	9.8	33.9	32.3	6.6	6.9
The school emphasized academic success.	35.3	49.4	5.9	2.3	48.4	55.1	4.6	3.2
I received little support from parents.	18.2	9.7	17.4	24.8	10.6	4.3	39.7	41.0
The school received little support from the community.	14.4	5.1	23.8	27.0	12.7	6.1	30.3	34.1
The procedures for teacher performance evaluation were satisfactory.	20.3	24.2	10.8	10.9	22.1	21.6	21.7	15.0
I was satisfied with the policies and practices for assigning students to classes or sections for instruction.	17.5	18.7	15.4	13.2	28.7	24.1	10.2	9.6
Some of the classes or sections I taught were too large.	27.6	26.1	19.1	18.4	17.0	10.9	39.2	41.4
I was satisfied with the grade(s) I was assigned to teach.	54.5	64.1	7.0	3.4	54.2	60.0	4.7	2.7
I was satisfied with the subject(s) I was assigned to teach.	54.7	67.2	4.5	1.0	62.6	63.6	3.9	3.8
I often felt that my teaching workload was too heavy.	30.6	24.2	10.8	13.6	26.1	17.4	19.7	20.3
At last year's school, including (mainstreaming) special needs (e.g., disabled) students in regular classes made it difficult for me to teach.	17.2	12.2	18.7	25.5	7.0	5.3	31.8	34.3
I did not have enough influence over the school's policies and practices.	23.5	13.7	9.0	13.2	29.0	17.0	12.7	13.9
I was satisfied with the amount of autonomy and control I had over my own classroom.	32.1	46.1	7.0	4.4	41.8	52.6	9.1	2.7
Computers and other technology for my classroom(s) were sufficiently available.	19.7	23.5	24.0	18.3	19.9	22.3	25.0	17.5
Resources and materials/equipment for my classroom(s) were sufficiently available.	22.3	26.6	19.6	12.7	22.9	23.1	13.5	12.1
There was not enough time available for planning and preparation during a typical week at the school.	33.4	34.1	7.8	13.9	31.1	26.0	15.2	19.2
There was not enough uninterrupted class time available for instruction.	12.3	10.4	14.6	23.5	13.8	13.2	19.3	25.8
The professional caliber of the faculty at the school was high.	28.6	41.5	8.1	2.2	33.3	43.9	7.1	7.2
There were many opportunities to collaborate with other teachers in the school.	17.7	20.7	16.5	15.5	26.5	25.9	15.8	9.6
The school administrators' behavior toward the staff was supportive and encouraging.	25.9	38.6	24.3	13.3	31.3	41.3	26.3	17.8
I was pleased with the opportunities for professional advancement (promotion) offered to teachers at the school.	11.0	13.7	18.8	16.2	17.7	10.0	26.9	23.4
I was pleased with the opportunities for professional development (learning/training) offered to teachers at the school.	16.0	20.9	10.8	12.5	19.9	13.7	24.2	18.2
Required professional development activities at the school usually closely matched my professional development goals.	11.3	14.7	19.2	20.4	12.5	12.9	20.4	16.3

† Not applicable.

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Response choices were based on a 5-point scale, and included the following: "Strongly agree," "Somewhat agree," "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree." This table includes the percent of movers and leavers who responded "Strongly agree" or "Strongly disagree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table 10. Percentage of public and private school teacher stayers, movers, and leavers who indicated the instructional leader in their base year school was very effective or extremely effective at performing various activities: 2000–01

Activity	Public			Private		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Communicating respect and value of teachers	57.2	42.0	56.0	70.3	52.4	61.1
Encouraging teachers to change teaching methods if students are not doing well	51.5	38.7	46.2	59.1	37.2	51.0
Working with staff to develop and attain curriculum standards	56.7	45.7	51.0	63.4	43.7	44.1
Encouraging professional collaboration among teachers	56.2	46.3	55.9	65.9	40.6	45.7
Working with teaching staff to solve school or department problems	52.4	41.2	50.9	61.9	41.3	44.8
Encouraging the teaching staff to use student evaluation results in planning curriculum and instruction	52.6	45.1	46.8	53.9	28.6	31.7
Developing broad agreement among the teaching staff about the school's or department's mission	50.5	41.1	41.5	63.2	40.5	42.2
Facilitating and encouraging professional development activities of teachers	55.5	45.1	48.0	63.0	38.5	40.4

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Instructional leaders are persons designated by respondents as most responsible for providing instructional leadership at respondents' current or former school; they may be the Principal or School Head, the Assistant or Vice Principal, the Department Chair or Head, the Director of Curriculum or Instruction, or another person that respondents specify. Response choices were based on a 5-point scale, and included the following: "Not at all effectively," "Slightly effectively," "Somewhat effectively," "Very effectively," and "Extremely effectively." This table includes the percent of stayers, movers, and leavers who responded "Very effectively" or "Extremely effectively."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table 11. Percentage of public and private school teacher stayers and movers who strongly agreed or strongly disagreed with various statements about the administrators and staff at their base year schools: 2000–01

Statement	Public				Private			
	Strongly agreed		Strongly disagreed		Strongly agreed		Strongly disagreed	
	Stayers	Movers	Stayers	Movers	Stayers	Movers	Stayers	Movers
The school administrators' behavior toward the staff is supportive and encouraging.	35.6	25.9	9.1	24.3	48.9	31.3	4.1	26.3
The school principal enforces school rules for student conduct and backs me up when I need it.	39.9	30.5	7.3	19.8	53.6	27.7	3.8	23.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	32.4	26.3	1.3	4.6	57.0	33.5	0.8	4.3
There is a great deal of cooperative effort among the staff members.	30.0	21.5	3.6	12.0	47.4	27.1	1.9	13.0

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Response choices were based on a 5-point scale, and included the following: "Strongly agree," "Somewhat agree," "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree." This table includes the percent of stayers and movers who responded "Strongly agree" or "Strongly disagree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Where Do Teachers Go When They Move or Leave?

Table 12. Percentage of base year teachers moving across schools, school districts, and sectors: 1999–2000 to 2000–01

Teacher category	Moved from one public school to another public school in the same school district	Moved from one public school district to another public school district	Moved from a private school to a public school	Moved from one private school to another private school	Moved from a public school to a private school
All teachers					
Total	3.0	3.6	0.6	0.5	#
Teachers with less than 5 years experience	4.5	6.8	1.2	0.7	#
Teachers with 5 or more years experience	2.6	2.7	#	0.5	#
All movers					
Total	38.3	46.0	7.4	6.6	1.8
Movers with less than 5 years experience	33.4	50.2	8.6	5.4	2.5
Movers with 5 or more years experience	41.2	43.5	6.8	7.3	1.3
Public movers					
Total	44.5	53.4	†	†	2.0
Movers with less than 5 years experience	38.8	58.3	†	†	2.9
Movers with 5 or more years experience	47.9	50.5	†	†	1.5
Private movers					
Total	†	†	53.1	46.9	†
Movers with less than 5 years experience	†	†	61.2	38.8	†
Movers with 5 or more years experience	†	†	48.2	51.8	†

† Not applicable.

Rounds to zero.

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Table 13. Current main occupational status of public and private school teacher leavers: 2000–01

Occupational status	Public	Private
Main occupational status of all leavers		
Attending a college or university	4.0	5.3
Caring for family members	15.0	24.1
Disabled	3.6	1.6
Retired	27.8	9.5
Other	1.5	3.9
Unemployed and seeking work	4.6	2.5
Working in an elementary or secondary school with an assignment other than teaching	20.4	13.6
Working in an education occupation outside of elementary or secondary education	10.8	9.7
Working in an occupation outside the field of education	12.3	30.0
Classification of leavers whose main occupational status was working		
Employee of a private company, business, or individual for wages, salary, or commission	31.5	66.9
State or federal government employee	20.4	12.0
Local government employee	38.7	10.6
Self-employed in own business, professional practice, or farm	9.2	4.7
Working without pay in a family business, farm, or volunteer job	#	5.8

Rounds to zero.

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Table 14. Percentage of public and private school teacher leavers who were working that rated various aspects of their current main occupation as better than teaching, not better than teaching, or no difference: 2000–01

Occupation characteristic	Public			Private		
	Better in teaching	Better in current position	No difference	Better in teaching	Better in current position	No difference
Salary	30.1	43.8	26.1	19.2	65.0	15.8
Benefits	39.6	20.3	40.0	22.4	53.9	23.7
Job security	31.0	19.2	49.7	23.1	32.9	44.0
Intellectual challenge	17.4	51.8	30.8	29.4	42.4	28.2
Opportunities for professional development	19.0	41.7	39.3	19.0	51.7	29.4
Professional prestige	15.8	57.7	26.5	21.1	55.8	23.0
General work conditions	4.3	50.9	44.8	11.2	54.9	33.9
Safety of environment	10.9	29.7	59.5	16.2	28.3	55.5
Manageability of workload	13.5	60.4	26.1	8.1	63.4	28.4
Procedures for performance evaluation	17.9	38.0	44.1	16.4	40.6	43.1
Autonomy or control over own work	13.7	65.2	21.1	24.1	45.5	30.4
Influence over workplace policies and practices	17.5	49.0	33.4	22.8	40.7	36.5
Availability of resources and materials/ equipment for doing job	19.8	44.0	36.3	8.5	56.3	35.2
Recognition and support from administrators/managers	19.7	46.8	33.6	15.8	52.1	32.1
Professional caliber of colleagues	14.9	27.0	58.2	20.7	35.4	43.9
Opportunities for learning from colleagues	21.2	40.4	38.4	25.9	41.4	32.7
Opportunities for professional advancement	18.1	53.9	28.0	11.9	61.1	27.0

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Appendix A: Standard Error Tables

Table A1. Standard errors for table 1: Number and percentage of public and private school teacher stayers, movers, and leavers, by sector: 1988–89, 1991–92, 1994–95, and 2000–01

Sector and year	Number				Percentage		
	Total base year teachers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Public							
1988–89 ¹	—	55,476.6	9,780.0	6,907.5	0.46	0.41	0.30
1991–92 ¹	—	—	—	—	0.49	0.34	0.36
1994–95 ¹	—	—	—	—	0.52	0.35	0.34
2000–01	19,613.9	24,047.2	13,770.1	11,236.8	0.58	0.45	0.37
Private							
1988–89 ¹	—	12,667.3	1,975.2	2,533.8	1.31	0.70	0.85
1991–92 ¹	—	—	—	—	0.90	0.51	0.80
1994–95 ¹	—	—	—	—	0.79	0.35	0.70
2000–01	10,496.5	9,268.7	2,343.7	3,457.6	0.83	0.49	0.69

— Not available.

¹ Standard errors for the number of total previous school year teachers in 1988–89 and the number of stayers, movers, and leavers in 1991–92 and 1994–95 were not reported in the previous NCES reports from which data for this table were taken.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers"); U.S. Department of Education, National Center Education Statistics, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994–95* (NCES 97–450); and U.S. Department of Education, National Center for Education Statistics, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1988–89* (NCES 91–128).

Table A2. Standard errors for table 2: Percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1987–88 to 1988–89, 1990–91 to 1991–92, 1993–94 to 1994–95, and 1999–2000 to 2000–01

School or teacher characteristic	Public											
	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95			From 1999–2000 to 2000–01		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	0.46	0.41	0.30	0.49	0.34	0.36	0.52	0.35	0.34	0.58	0.45	0.37
Full-time teaching experience												
1–3 years	1.37	1.14	0.93	1.29	0.96	0.99	1.48	1.03	0.86	1.54	1.34	0.88
4–9 years	1.28	0.96	0.80	1.33	1.00	0.96	1.08	0.87	0.93	1.24	1.07	0.66
10–19 years	0.83	0.71	0.50	0.79	0.65	0.37	1.01	0.70	0.63	1.30	0.81	0.96
20–24 years	1.03	1.00	0.25	1.06	0.65	0.77	1.20	0.59	0.93	0.73	0.55	0.40
25 years or more	1.65	1.11	1.63	1.30	0.62	1.16	1.32	0.74	0.94	1.44	0.85	1.02
Not reported ¹	13.93	11.35	4.43	†	†	†	†	†	†	†	†	†
Age												
Less than 25 years	2.98	2.68	0.91	3.69	3.24	2.30	3.12	2.88	1.05	3.56	2.48	2.20
25–29 years	1.71	1.32	1.18	1.74	1.47	1.21	1.86	1.38	1.25	2.39	2.14	1.39
30–39 years	0.98	0.79	0.59	1.19	0.96	0.76	1.35	0.97	0.94	1.08	0.75	0.88
40–49 years	0.92	0.86	0.32	0.64	0.47	0.31	0.83	0.56	0.54	0.98	0.70	0.62
50–59 years	0.74	0.73	0.82	1.20	0.59	0.95	1.07	0.67	0.77	1.06	0.60	0.80
60–64 years	5.46	2.89	0.82	4.51	0.88	4.30	5.10	0.88	4.78	5.72	1.00	5.44
65 years or more	8.48	#	4.90	48.87	9.07	13.80	8.82	‡	7.79	5.83	1.81	5.44
Not reported ¹	7.33	3.10	7.24	†	†	†	†	†	†	†	†	†
Sex												
Male	0.92	0.80	0.52	1.01	0.77	0.60	0.75	0.66	0.32	0.88	0.69	0.67
Female	0.61	0.51	0.39	0.62	0.46	0.48	0.58	0.37	0.44	0.73	0.52	0.45
Not reported ¹	24.94	19.38	6.96	†	†	†	†	†	†	†	†	†
Race/ethnicity												
White, non-Hispanic	0.55	0.49	0.32	0.50	0.35	0.37	0.54	0.37	0.36	0.59	0.44	0.45
American Indian or Alaska Native	2.13	1.13	1.70	1.62	1.41	0.77	2.74	2.21	1.06	5.50	2.61	3.68
Asian or Pacific Islander	12.88	11.50	2.77	7.43	4.08	5.37	3.88	3.48	0.71	7.70	7.37	0.87
Black, non-Hispanic	2.32	1.18	1.84	2.33	1.80	1.45	1.95	1.14	1.48	2.36	1.77	1.60
Hispanic	2.89	2.36	0.84	1.87	1.36	0.99	3.15	2.06	2.14	2.13	1.17	1.67
Not reported ¹	4.43	3.61	2.23	†	†	†	†	†	†	†	†	†
Region												
Northeast	1.06	0.74	0.72	1.09	0.92	0.64	1.31	0.69	0.88	1.01	0.84	0.72
Midwest	1.18	0.82	0.71	0.81	0.66	0.55	0.95	0.66	0.74	1.21	0.89	0.92
South	0.74	0.68	0.54	0.92	0.71	0.58	0.74	0.55	0.50	0.95	0.77	0.67
West	1.30	1.10	0.72	0.98	0.75	0.92	1.09	0.79	0.69	1.13	0.94	0.79
School level												
Elementary	0.69	0.55	0.39	0.61	0.45	0.45	0.77	0.50	0.53	0.75	0.58	0.46
Secondary	0.87	0.79	0.42	0.97	0.65	0.62	0.73	0.46	0.53	0.95	0.66	0.71
Combined	1.78	1.12	1.35	3.28	3.14	1.25	1.87	1.42	1.04	2.54	1.27	1.90
Not reported ¹	2.30	1.51	1.85	†	†	†	†	†	†	†	†	†

See footnotes at end of table.

Table A2. Standard errors for table 2: Percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1987–88 to 1988–89, 1990–91 to 1991–92, 1993–94 to 1994–95, and 1999–2000 to 2000–01—Continued

School or teacher characteristic	Private											
	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95			From 1999–2000 to 2000–01		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	1.31	0.70	0.85	0.90	0.51	0.80	0.79	0.35	0.70	0.83	0.49	0.69
Full-time teaching experience												
1–3 years	2.53	1.64	1.68	1.72	1.00	1.58	1.32	0.94	1.31	2.03	1.23	1.69
4–9 years	2.46	1.28	1.86	2.24	1.53	1.56	1.70	0.94	1.38	1.99	1.26	1.56
10–19 years	2.47	1.45	1.85	1.41	0.78	1.09	1.16	0.37	1.15	1.29	0.79	1.04
20–24 years	5.33	4.44	2.94	2.29	0.86	2.00	1.47	0.64	1.27	2.39	1.34	1.87
25 years or more	2.69	1.77	1.97	3.44	0.68	3.24	2.42	0.66	2.24	2.12	1.59	1.40
Not reported ¹	20.42	8.61	14.48	†	†	†	†	†	†	†	†	†
Age												
Less than 25 years	6.82	4.79	3.79	5.29	3.15	4.91	5.00	2.72	4.19	4.40	2.04	4.24
25–29 years	3.99	2.25	2.42	2.89	1.63	2.27	1.67	0.96	1.35	2.63	1.55	2.07
30–39 years	2.34	1.37	1.59	1.94	1.15	1.65	1.87	0.92	1.54	1.88	1.08	1.52
40–49 years	2.15	1.18	1.63	1.51	1.20	1.03	1.22	0.59	1.02	1.59	0.86	1.34
50–59 years	3.19	1.90	2.45	2.28	1.08	1.90	1.59	0.42	1.53	1.43	1.02	0.90
60–64 years	6.73	1.85	5.93	4.87	0.86	4.62	2.67	0.80	2.74	5.64	4.76	3.72
65 years or more	4.26	2.07	3.16	6.50	2.16	5.83	8.81	‡	8.67	7.60	#	7.60
Not reported ¹	11.87	8.26	5.56	†	†	†	†	†	†	†	†	†
Sex												
Male	2.20	1.13	1.72	2.01	0.80	1.91	1.66	0.83	1.20	1.60	0.79	1.48
Female	1.38	0.75	0.92	1.03	0.65	0.84	0.84	0.39	0.78	0.92	0.57	0.76
Not reported ¹	#	‡	#	†	†	†	†	†	†	†	†	†
Race/ethnicity												
White, non-Hispanic	1.32	0.68	0.90	1.02	0.55	0.86	0.77	0.39	0.69	0.87	0.53	0.73
American Indian or Alaska Native	31.19	24.35	15.61	18.44	‡	18.44	‡	‡	20.33	15.48	10.53	12.71
Asian or Pacific Islander	11.78	‡	10.39	6.95	1.35	6.51	9.04	‡	8.67	12.71	2.61	12.23
Black, non-Hispanic	7.93	9.08	8.35	6.92	1.61	6.76	5.06	‡	4.52	5.44	0.98	5.09
Hispanic	7.65	3.45	6.46	5.19	4.44	4.32	5.38	‡	4.31	3.41	2.07	2.85
Not reported ¹	15.76	7.80	13.71	†	†	†	†	†	†	†	†	†
Region												
Northeast	2.43	1.77	1.43	1.77	0.80	1.52	1.49	0.91	1.30	1.44	0.93	1.23
Midwest	1.72	1.18	1.15	1.85	0.91	1.66	1.48	0.56	1.20	1.68	0.82	1.43
South	2.14	1.28	1.59	1.84	0.72	1.79	1.60	0.48	1.45	1.59	0.89	1.29
West	4.07	1.73	3.39	2.24	1.97	1.16	2.35	1.60	1.79	2.26	1.46	1.93
School level												
Elementary	1.49	1.07	0.99	0.93	0.75	1.02	1.08	0.50	0.96	1.01	0.66	0.78
Secondary	3.11	1.39	2.38	1.91	0.86	1.51	1.77	0.83	1.51	1.55	1.52	0.90
Combined	2.41	1.29	2.20	2.35	1.34	1.80	2.25	0.90	1.84	1.78	0.71	1.67
Not reported ¹	3.20	2.72	2.60	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

‡ Reporting standards not met.

¹ The 1987–88 SASS and 1988–89 TFS data were not imputed; all other collections were imputed.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”); and U.S. Department of Education, National Center for Education Statistics, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994–95* (NCES 97–450).

Table A3. Standard errors for table 3: Number and percentage of public and private school teacher stayers, movers, and leavers, by selected school and teacher characteristics: 1999–2000 to 2000–01

School or teacher characteristic	Public						Private					
	Number			Percentage			Number			Percentage		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	24,047.2	13,770.1	11,236.8	0.58	0.45	0.37	9,268.7	2,343.7	3,457.6	0.83	0.49	0.69
Teaching experience												
1–3 years	19,360.2	6,540.0	4,375.9	1.64	1.41	0.95	4,736.0	939.4	2,244.6	2.17	1.00	2.01
4–9 years	23,522.5	8,104.5	4,693.8	1.23	1.09	0.69	5,647.9	1,439.3	1,941.4	1.96	1.23	1.44
10–19 years	31,374.7	6,063.2	6,572.4	1.25	0.82	0.88	5,626.2	959.3	1,351.7	1.43	0.80	1.16
20 years or more	31,353.0	5,934.6	6,079.3	0.85	0.57	0.61	4,836.3	1,151.4	1,189.0	1.40	1.01	1.02
Age												
Less than 30 years	19,925.5	9,193.2	5,331.1	2.08	1.86	1.10	4,011.4	922.7	1,907.3	2.53	1.10	2.29
30–39 years	24,584.7	5,234.5	6,256.4	1.08	0.75	0.88	4,063.6	1,179.8	1,751.9	1.88	1.08	1.52
40–49 years	29,921.1	6,018.9	5,482.0	0.98	0.70	0.62	5,074.2	1,218.4	1,877.4	1.59	0.86	1.34
50 years or more	30,406.0	4,827.6	7,019.7	0.95	0.54	0.79	5,280.6	1,259.2	1,119.3	1.35	0.99	0.86
Sex												
Male	13,704.6	5,099.6	4,944.5	0.88	0.69	0.67	3,465.2	917.1	1,610.2	1.60	0.79	1.48
Female	23,361.4	11,913.0	10,250.7	0.73	0.52	0.45	6,901.6	2,054.3	2,893.5	0.92	0.57	0.76
Race/ethnicity												
White, non-Hispanic	23,387.0	11,385.3	11,320.7	0.59	0.44	0.45	8,750.2	2,256.6	3,111.1	0.87	0.53	0.73
American Indian or Alaska Native	5,965.5	414.5	555.3	5.50	2.61	3.68	1,232.9	44.9	343.7	15.48	10.53	12.71
Asian or Pacific Islander	10,518.5	3,353.5	145.6	7.70	7.37	0.87	1,493.5	112.0	762.1	12.71	2.61	12.23
Black, non-Hispanic	13,044.0	4,122.7	3,366.7	2.36	1.77	1.60	2,076.2	123.5	734.8	5.44	0.98	5.09
Hispanic	9,992.5	1,802.4	2,914.6	2.13	1.17	1.67	1,960.4	439.4	673.4	3.41	2.07	2.85
Main assignment field												
Arts and music	19,527.0	3,570.1	2,717.0	2.89	2.17	1.58	2,442.7	508.7	503.0	2.14	1.61	1.53
English/language arts	20,850.8	4,029.3	2,513.9	1.69	1.36	0.89	3,129.5	663.5	720.8	2.56	1.71	1.86
General elementary	27,805.5	8,359.1	6,360.4	1.16	0.85	0.64	4,509.6	1,143.5	2,247.4	1.40	0.68	1.27
Mathematics	14,254.1	2,267.9	3,059.8	1.90	1.12	1.53	2,610.7	702.8	1,453.2	3.72	1.77	3.45
Science	12,574.0	1,709.8	3,375.9	2.04	1.06	1.77	2,096.3	748.1	538.9	2.94	2.20	1.68
Social studies	17,143.5	1,497.9	2,920.0	2.39	0.98	2.09	3,020.3	398.9	827.4	3.14	1.38	2.86
Special education	12,180.5	4,078.6	5,598.6	2.02	1.18	1.72	1,692.8	417.2	442.1	3.55	2.27	2.49
Other	26,063.8	6,031.6	4,043.1	1.10	0.97	0.69	4,771.4	1,097.2	1,370.6	1.70	1.09	1.52
Teaching status												
Full-time	29,775.5	12,800.3	10,814.0	0.58	0.48	0.39	8,405.3	1,944.6	3,067.4	0.89	0.52	0.73
Part-time	18,577.5	4,779.9	4,370.0	2.27	1.67	1.60	4,925.3	1,274.3	1,708.1	2.74	1.58	2.15
Region												
Northeast	25,954.0	4,964.1	3,971.4	1.01	0.84	0.72	5,249.9	1,038.0	1,332.6	1.44	0.93	1.23
Midwest	31,990.9	5,884.6	6,786.8	1.21	0.89	0.92	5,610.1	913.8	1,724.3	1.68	0.82	1.43
South	37,901.2	8,186.1	7,538.0	0.95	0.77	0.67	6,866.3	1,361.6	2,120.2	1.59	0.89	1.29
West	23,667.9	5,341.9	4,198.8	1.13	0.94	0.79	5,703.7	1,242.2	1,406.1	2.26	1.46	1.93
Community type												
Central city	33,858.1	8,545.5	5,192.3	1.26	1.01	0.65	7,080.9	1,818.5	2,300.6	1.19	0.80	0.96
Urban fringe/large town	36,774.8	9,615.7	9,828.5	0.87	0.61	0.66	6,769.4	1,436.0	2,521.9	1.20	0.76	1.18
Rural/small town	27,887.2	4,686.3	3,957.9	0.92	0.67	0.63	3,877.9	975.3	1,292.3	3.31	1.76	2.34
School level,												
Elementary	27,355.3	11,641.3	8,845.0	0.75	0.58	0.46	6,013.0	1,456.1	1,793.3	1.01	0.66	0.78
Secondary	24,017.2	6,257.6	7,084.2	0.95	0.66	0.71	4,490.1	1,222.8	706.2	1.55	1.52	0.90
Combined	10,523.1	593.5	1,005.9	2.54	1.27	1.90	9,389.7	1,243.9	2,822.6	1.78	0.71	1.67
School enrollment												
Less than 200 students	13,351.6	3,543.1	2,373.3	2.48	1.94	1.45	6,984.9	1,740.1	2,002.2	1.76	1.12	1.28
200–349 students	22,161.1	3,115.0	3,787.7	1.66	1.06	1.15	5,197.4	1,128.4	1,911.5	1.81	0.95	1.65
350–499 students	24,575.8	5,434.8	3,780.5	1.55	1.07	0.85	4,245.3	646.0	788.0	1.63	0.98	1.27
500–749 students	37,124.9	6,029.9	6,222.5	1.18	0.77	0.78	4,425.8	520.1	1,131.1	2.10	0.97	1.91
750 students or more	36,884.9	8,404.1	8,988.3	0.99	0.67	0.74	4,995.9	1,067.4	1,238.7	2.04	1.60	1.64
Minority enrollment												
Less than 10 percent	31,425.6	6,794.1	7,713.1	0.96	0.66	0.75	8,159.5	1,896.6	2,558.8	1.14	0.71	0.93
10–34 percent	34,957.2	6,144.8	5,213.3	0.97	0.73	0.57	6,521.7	1,249.3	1,490.0	1.57	0.95	1.17
35 percent or more	36,576.7	9,195.7	7,483.2	0.94	0.77	0.60	4,499.6	907.7	1,536.6	2.20	1.20	2.04

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”).

Table A4. Standard errors for table 4: Percentage of public and private school teacher stayers, movers, and leavers with various average reported income levels during the base year, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public								
	Stayers			Movers			Leavers		
	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more
Total	0.87	1.18	1.23	2.00	2.46	2.58	2.17	2.40	2.85
Teaching experience									
1–3 years	2.47	2.53	1.93	4.57	4.15	2.07	6.19	6.09	2.71
4–9 years	2.30	2.64	2.41	2.82	4.44	4.32	4.26	4.57	5.62
10–19 years	1.80	2.55	2.74	1.91	5.27	5.45	3.86	7.95	7.92
20 years or more	1.08	1.62	1.81	3.99	3.69	5.48	1.61	1.12	1.93
Age									
Less than 30 years	2.78	3.00	2.56	4.35	5.11	3.58	5.70	5.11	4.18
30–39 years	2.38	2.78	2.68	2.77	4.76	4.60	3.77	6.84	7.38
40–49 years	1.59	2.29	2.62	2.70	5.16	5.57	4.58	3.36	5.63
50 years or more	1.39	2.00	2.05	4.22	4.28	5.64	1.51	3.17	3.65
Sex									
Male	1.52	2.25	2.57	2.50	5.11	5.83	4.63	4.61	5.99
Female	0.99	1.30	1.35	2.27	2.79	2.49	2.29	2.75	3.15
Race/ethnicity									
White, non-Hispanic	0.92	1.22	1.21	2.36	2.57	2.71	2.43	2.74	3.20
American Indian or Alaska Native	13.78	18.15	18.15	7.61	22.02	22.61	12.44	6.81	14.49
Asian or Pacific Islander	2.47	11.99	12.48	6.06	15.63	19.64	3.74	6.71	7.27
Black, non-Hispanic	3.59	5.21	4.79	6.71	8.80	10.89	6.42	4.69	7.96
Hispanic	3.11	5.68	5.82	8.02	8.62	7.61	12.14	10.64	12.87
Main assignment field									
Arts and music	4.97	5.11	5.47	6.11	7.10	10.10	9.07	5.82	8.89
English/language arts	2.32	4.50	4.67	5.06	8.23	10.06	6.80	6.14	5.87
General elementary	1.59	2.27	2.48	4.44	5.00	3.02	4.04	4.62	4.22
Mathematics	4.12	4.95	5.42	6.30	7.87	6.96	8.69	7.98	6.79
Science	2.52	5.48	5.15	5.59	7.17	7.79	3.87	8.25	10.70
Social studies	3.85	5.41	5.90	5.02	9.61	10.43	1.65	7.99	8.68
Special education	2.49	2.96	3.47	3.73	5.80	4.68	5.30	9.91	10.71
Other	1.80	2.72	2.79	3.86	8.28	9.79	3.13	4.53	4.87
Teaching status									
Full-time	0.86	1.27	1.37	2.21	2.74	2.78	1.96	2.54	2.73
Part-time	3.84	3.74	4.48	5.34	5.87	8.92	7.99	8.45	4.94
Region									
Northeast	1.38	2.83	2.87	2.43	7.46	7.24	1.83	5.18	5.19
Midwest	2.00	2.39	2.85	6.20	4.42	5.83	3.75	5.53	6.68
South	1.54	2.00	1.97	2.43	3.82	3.76	3.63	4.20	4.37
West	2.31	2.49	2.89	2.68	5.51	5.31	3.44	4.99	4.60
Community type									
Central city	1.73	2.56	2.48	2.82	5.50	6.11	4.13	5.78	4.87
Urban fringe/large town	1.05	1.64	1.77	3.41	3.84	3.72	2.79	3.36	4.19
Rural/small town	2.22	2.68	2.52	3.86	4.64	2.95	4.26	3.59	3.76
School level									
Elementary	1.21	1.53	1.51	2.50	2.97	2.60	2.80	3.52	3.52
Secondary	1.31	2.00	2.28	2.80	5.06	6.09	2.34	3.40	3.90
Combined	6.29	8.74	9.88	7.04	10.03	10.72	7.27	11.83	8.28
School enrollment									
Less than 200 students	4.73	4.64	4.46	10.95	5.01	12.93	7.42	4.54	5.14
200–349 students	3.13	4.10	4.09	5.30	6.90	4.47	5.41	8.99	6.45
350–499 students	2.48	3.00	2.67	8.96	5.17	7.95	3.74	5.77	5.74
500–749 students	1.72	2.16	2.36	2.59	3.90	3.29	5.40	4.47	4.54
750 students or more	1.26	1.92	1.99	1.66	4.38	4.65	2.58	3.80	4.43
Minority enrollment									
Less than 10 percent	1.69	2.20	2.34	3.28	5.00	3.63	4.59	4.07	5.88
10–34 percent	1.61	2.75	2.32	3.18	4.50	5.25	3.40	4.80	4.55
35 percent or more	1.52	1.89	2.16	3.25	4.24	4.32	3.56	4.22	4.14

See footnotes at end of table.

Table A4. Standard errors for table 4: Percentage of public and private school teacher stayers, movers, and leavers with various average reported income levels during the base year, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private								
	Stayers			Movers			Leavers		
	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more	Less than \$30,000	\$30,000 to \$39,999	\$40,000 or more
Total	1.60	1.19	1.36	3.09	2.68	2.07	2.88	2.35	2.36
Teaching experience									
1–9 years	2.24	1.73	1.42	2.92	2.68	1.45	3.63	2.65	3.43
10–19 years	3.02	2.88	2.61	6.13	3.58	6.89	7.29	7.17	1.43
20 years or more	2.62	2.30	2.66	8.23	10.32	6.52	6.71	6.24	2.77
Age									
Less than 30 years	3.29	3.24	1.73	3.76	3.80	0.76	5.80	3.45	5.70
30–39 years	3.23	2.69	2.50	6.33	4.29	6.15	5.69	4.18	4.98
40–49 years	3.17	2.39	2.51	5.51	4.49	2.48	6.14	5.86	1.36
50 years or more	2.66	2.62	2.49	8.99	9.42	5.32	4.83	5.12	1.84
Sex									
Male	2.89	2.40	2.80	5.54	5.38	6.14	6.16	6.11	3.04
Female	1.67	1.43	1.39	3.35	3.03	1.51	3.29	2.39	2.88
Teaching status									
Full-time	1.74	1.36	1.59	3.03	2.34	2.15	3.07	2.94	1.83
Part-time	4.18	3.01	3.40	9.47	9.84	4.18	7.02	3.84	7.21
Region									
Northeast	2.68	2.59	2.71	4.49	3.84	2.09	6.29	5.05	5.82
Midwest	3.22	2.30	2.64	5.36	5.22	1.27	6.75	3.14	7.22
South	3.07	2.08	2.32	5.60	3.12	4.95	3.96	3.71	1.86
West	4.09	3.70	3.30	9.24	9.04	4.46	6.60	7.35	3.48
School level									
Elementary	2.30	1.90	1.62	2.88	2.60	1.54	2.76	2.54	1.26
Secondary	3.13	2.73	3.11	7.49	7.98	3.53	6.48	6.54	2.90
Combined	3.32	2.21	2.53	7.71	5.55	6.43	5.24	3.93	4.63
School enrollment									
Less than 200 students	2.57	2.00	2.24	5.86	5.78	2.10	2.85	2.58	1.82
200–349 students	2.86	2.50	1.97	4.38	3.93	2.53	7.05	3.16	7.52
350–499 students	3.93	3.21	4.03	7.92	7.33	3.86	6.23	5.84	3.56
500–749 students	3.56	3.75	3.51	6.93	6.63	3.54	7.94	6.11	3.88
750 students or more	3.46	2.81	3.96	10.85	5.08	10.48	6.89	9.41	9.73
Minority enrollment									
Less than 10 percent	1.98	1.53	1.84	3.80	2.73	2.85	3.74	2.58	3.77
10–34 percent	3.08	2.62	2.47	6.70	6.65	3.63	5.18	5.09	2.80
35 percent or more	4.18	3.34	4.10	6.43	6.12	2.67	8.00	5.48	6.99

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. For more information regarding public and private school teachers' average salaries and earned income, please see tables 76–79 in the *Digest of Education Statistics 2002* (NCES 2003–060), U.S. Department of Education, National Center for Education Statistics. Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire," "Public Charter School Teacher Questionnaire," and "Private School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table A5. Standard errors for table 5: Percentage of public and private school teacher stayers, movers, and leavers that reported plans to remain in teaching: 1999–2000 and 2000–01

Plan	Total			Public			Private		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
As long as I am able									
1999–2000 Schools and Staffing Survey	1.18	2.45	2.05	1.31	2.83	2.42	1.66	3.74	2.76
2000–01 Teacher Followup Survey	1.24	2.15	†	1.35	2.48	†	1.71	3.21	†
Until I am eligible for retirement									
1999–2000 Schools and Staffing Survey	1.27	1.69	1.94	1.46	1.99	2.42	1.09	2.26	1.55
2000–01 Teacher Followup Survey	1.20	1.76	†	1.38	2.00	†	1.35	2.25	†
Will probably continue unless something better comes along									
1999–2000 Schools and Staffing Survey	0.68	1.54	1.39	0.76	1.79	1.78	0.73	2.50	1.73
2000–01 Teacher Followup Survey	0.54	1.29	†	0.61	1.44	†	0.84	2.46	†
Definitely plan to leave teaching as soon as I can									
1999–2000 Schools and Staffing Survey	0.42	1.10	1.21	0.47	1.29	1.49	0.37	0.59	1.40
2000–01 Teacher Followup Survey	0.48	1.07	†	0.54	1.23	†	0.54	0.72	†
Undecided at this time									
1999–2000 Schools and Staffing Survey	0.88	1.22	1.81	0.97	1.38	2.32	1.22	2.43	2.39
2000–01 Teacher Followup Survey	0.83	1.77	†	0.94	2.03	†	1.23	2.40	†

† Not applicable.

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey (“Public School Teacher Questionnaire,” “Public Charter School Teacher Questionnaire,” and “Private School Teacher Questionnaire”) and 2000–01 Teacher Follow-up Survey (“Questionnaire for Current Teachers” and “Questionnaire for Former Teachers”).

Table A6. Standard errors for table 6: Percentage of public and private school teacher movers who rated various reasons as very important or extremely important in their decision to move from their base year school, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public										
	Changed residence	Better salary or benefits	Higher job security	Opportunity for a better teaching assignment (subject area or grade level)	Dissatisfaction with workplace conditions at previous school	Dissatisfaction with support from administrators at previous school	Dissatisfaction with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Laid off or involuntarily transferred	Did not have enough autonomy over classroom at previous school	Dissatisfaction with opportunities for professional development at previous school
Total	2.60	1.83	2.05	2.72	2.79	2.72	2.10	1.26	1.26	1.23	2.09
Teaching experience											
1–3 years	5.11	3.08	2.99	4.38	3.83	3.74	3.67	1.63	2.62	1.71	1.98
4–9 years	4.37	3.36	3.82	4.67	4.66	4.46	3.89	1.77	2.16	2.12	4.57
10–19 years	6.39	3.24	3.86	4.94	6.46	5.96	4.61	4.16	2.42	3.86	2.11
20 years or more	2.28	6.97	6.88	6.72	7.18	5.58	7.12	5.00	3.04	2.47	5.70
Age											
Less than 30 years	5.05	3.41	3.81	4.71	4.66	4.19	3.49	1.44	1.75	1.52	4.18
30–39 years	3.39	2.85	2.86	4.56	4.35	4.53	4.20	1.98	3.06	2.08	3.78
40–49 years	5.85	2.67	3.31	5.23	6.06	5.06	3.87	3.84	2.14	3.28	3.67
50 years or more	2.08	7.63	7.78	7.69	7.92	7.80	7.75	2.37	3.08	2.91	4.25
Sex											
Male	2.52	5.56	6.08	5.75	5.47	5.95	6.65	4.51	2.06	2.19	4.90
Female	3.15	1.66	1.91	3.01	3.03	3.06	2.11	1.43	1.46	1.44	2.27
Race/ethnicity											
White, non-Hispanic	2.65	2.08	2.48	3.07	2.84	2.80	2.59	1.37	1.18	1.53	2.25
American Indian and Asian ¹	23.33	12.35	1.26	12.97	10.33	15.83	12.12	9.97	7.99	7.39	12.62
Black, non-Hispanic	13.11	9.24	5.53	6.82	13.25	12.87	4.18	1.95	5.34	3.54	3.76
Hispanic	7.56	5.89	6.05	9.35	6.29	10.05	8.38	8.34	5.81	3.98	7.55
Main assignment field											
Arts and music	3.76	5.57	5.78	6.46	9.35	8.70	10.25	8.76	4.12	5.00	8.26
English/language arts	10.45	5.27	3.65	8.15	8.46	8.25	4.44	2.21	4.24	3.56	6.75
General elementary	5.16	2.14	3.24	4.29	3.74	4.03	3.13	1.81	2.19	1.53	4.35
Mathematics	6.93	5.94	4.13	5.06	9.03	8.01	4.89	3.87	3.59	1.14	3.45
Science	5.21	7.67	5.13	6.79	7.46	7.43	2.75	4.49	1.22	3.44	5.45
Social studies	7.07	8.75	9.85	9.71	8.59	9.52	7.15	5.38	7.59	8.37	4.60
Special education	2.78	3.84	6.41	5.27	5.25	5.16	5.64	5.37	3.49	5.92	2.67
Other	7.01	7.35	7.48	7.60	9.84	8.97	7.33	2.35	3.26	2.72	2.84
Teaching status											
Full-time	2.64	2.02	2.19	2.89	2.99	2.77	2.15	1.38	1.18	1.31	2.34
Part-time	9.91	4.12	4.23	8.25	8.33	5.81	8.13	2.86	5.21	2.95	3.97
Region											
Northeast	3.47	4.02	7.48	8.58	7.45	6.69	7.53	2.26	3.55	3.17	7.97
Midwest	7.32	3.96	2.99	4.80	5.28	5.26	2.64	1.92	2.37	2.16	2.75
South	3.43	3.35	3.23	4.06	3.51	3.64	3.62	2.19	1.66	1.37	2.89
West	6.10	3.31	5.15	5.55	5.70	6.52	5.31	5.36	3.79	4.50	3.70
Community type											
Central city	5.26	4.34	4.70	5.08	5.91	5.65	5.05	3.15	2.74	3.19	3.37
Urban fringe/large town	3.77	1.85	2.64	4.15	3.19	3.00	3.26	1.98	1.97	1.23	3.51
Rural/small town	4.96	3.85	3.16	4.05	3.62	4.17	2.64	1.18	1.73	2.10	1.93
School level											
Elementary	3.25	1.77	2.15	3.14	2.96	2.74	2.33	1.55	1.46	1.56	2.67
Secondary	4.53	4.53	4.66	4.84	6.18	5.84	4.73	1.75	2.03	2.13	2.59
Combined	12.29	5.90	5.18	7.80	9.55	8.53	10.07	1.54	2.90	1.25	8.67
School enrollment											
Less than 200 students	13.79	6.16	6.12	8.56	10.66	9.08	5.70	2.79	4.16	3.77	3.81
200–349 students	3.49	5.10	4.38	5.43	4.85	4.89	4.35	2.06	2.55	2.71	3.03
350–499 students	9.38	3.14	4.62	8.06	7.17	5.69	7.25	1.72	3.33	2.11	3.91
500–749 students	3.65	2.88	3.18	4.15	3.91	4.24	3.63	3.26	2.09	3.32	3.23
750 students or more	4.09	3.68	4.37	3.66	4.72	5.27	4.50	2.83	2.10	1.38	4.33
Minority enrollment											
Less than 10 percent	3.97	2.99	3.67	4.24	3.45	3.59	1.86	1.44	2.04	1.64	4.15
10–34 percent	2.76	4.56	5.57	5.13	5.71	5.56	5.47	3.30	2.33	3.45	3.11
35 percent or more	5.08	2.31	2.05	3.74	4.03	4.39	2.83	1.58	1.92	1.54	2.84

See footnotes at end of table.

Table A6. Standard errors for table 6: Percentage of public and private school teacher movers who rated various reasons as very important or extremely important in their decision to move from their base year school, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private									
	Changed residence	Better salary or benefits	Higher job security	Opportunity for a better teaching assignment (subject area or grade level)	Dissatisfaction with workplace conditions at previous school	Dissatisfaction with support from administrators at previous school	Dissatisfaction with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Laid off or involuntarily transferred	Dissatisfaction with opportunities for professional development at previous school
Total	2.21	3.39	2.60	2.75	2.96	2.91	2.86	2.56	2.50	3.38
Teaching experience										
1–3 years	3.83	5.29	4.38	3.91	5.01	5.06	3.37	2.22	3.12	4.72
4–9 years	3.15	5.37	5.21	5.68	5.03	5.48	4.61	3.24	5.29	4.60
10–19 years	4.97	7.70	6.24	5.41	3.76	7.02	7.80	6.16	2.84	7.41
20 years or more	2.89	8.50	3.74	7.50	9.93	6.03	10.13	10.03	7.09	10.74
Age										
Less than 30 years	3.49	4.48	3.59	4.05	3.78	4.11	3.77	2.25	1.29	4.04
30–39 years	2.83	5.74	4.03	6.41	4.97	6.02	6.93	4.32	4.21	7.27
40–49 years	3.71	6.43	6.24	6.11	5.63	5.83	3.42	3.91	5.44	5.45
50 years or more	3.99	7.88	7.39	7.07	8.40	8.38	9.63	9.85	8.75	9.86
Sex										
Male	2.77	6.68	3.57	6.16	4.32	4.28	6.93	1.56	3.14	6.48
Female	2.73	3.93	3.24	3.00	3.44	3.30	3.30	3.16	3.06	3.65
Teaching status										
Full-time	2.56	3.58	3.06	2.89	3.01	3.00	2.67	1.78	2.53	3.46
Part-time	1.79	6.42	5.86	6.78	9.90	7.46	10.49	9.40	8.26	9.99
Region										
Northeast	3.18	5.56	5.10	5.00	3.93	5.26	4.15	6.06	4.12	4.46
Midwest	1.64	5.02	2.92	6.23	5.57	5.75	4.02	2.51	4.32	4.75
South	5.84	6.23	3.64	4.27	3.30	4.06	5.42	1.95	5.12	5.14
West	3.22	8.84	10.33	8.78	9.80	10.12	9.74	10.49	7.16	10.54
Community type										
Central city	2.89	4.74	4.24	4.00	4.62	4.63	4.75	4.31	2.80	4.62
Urban fringe/large town	4.04	4.46	3.39	4.54	4.32	4.21	4.27	3.28	3.43	5.13
Rural/small town	3.47	8.26	7.37	8.39	5.18	9.08	3.36	3.09	10.25	4.88
School level										
Elementary	3.22	4.57	3.36	3.28	3.06	3.60	2.36	2.29	3.72	3.08
Secondary	3.02	6.51	3.64	8.55	8.33	8.54	9.54	10.36	6.73	9.63
Combined	3.79	6.23	6.13	5.55	4.53	5.82	6.53	4.86	1.33	6.30
Minority enrollment										
Less than 10 percent	2.72	4.48	3.07	3.66	2.82	3.76	3.97	3.15	3.09	3.87
10–34 percent	5.25	6.63	6.82	5.65	6.57	7.05	6.48	6.66	2.08	6.58
35 percent or more	2.59	7.29	6.35	6.19	7.64	7.20	5.19	1.64	7.47	7.02

¹“American Indian and Asian” includes respondents that identified themselves as American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat) and Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian).

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Respondents were asked to rate the importance of various reasons in their decision to leave last year's school, although some reasons may be involuntary. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of movers who responded "Very important" or "Extremely important." Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire," "Public Charter School Teacher Questionnaire," and "Private School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Table A7. Standard errors for table 7: Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the teaching profession, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Public										
	Changed residence	Pregnancy/child rearing	Health	Retirement	Better salary or benefits	To pursue another career	To take courses to improve career opportunities within or outside the field of education	School received little support from the community	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures
Total	1.63	1.88	1.62	2.27	2.08	1.96	1.68	0.87	1.73	1.57	1.27
Teaching experience											
1–3 years	4.26	4.34	2.09	1.07	5.77	5.99	5.52	3.27	5.42	3.02	3.95
4–9 years	3.22	4.95	4.51	0.77	5.87	5.61	4.89	1.60	2.95	2.13	1.63
10–19 years	4.76	7.04	1.42	4.44	3.76	2.13	1.83	1.14	5.34	5.52	1.78
20 years or more	0.71	0.49	3.56	4.69	3.08	1.08	0.85	1.09	1.16	2.34	2.33
Age											
Less than 40 years	2.59	4.31	2.35	0.52	4.21	4.35	3.81	1.67	2.72	1.46	1.74
40–49 years	4.34	2.27	2.20	4.29	6.60	4.41	2.53	1.82	3.65	3.05	2.90
50 years or more	1.61	0.16	3.42	4.00	0.77	1.21	0.98	1.11	3.15	3.63	2.15
Sex											
Male	2.88	1.00	0.98	3.98	4.83	5.43	5.16	1.43	4.52	3.07	3.21
Female	1.91	2.33	2.26	2.55	2.29	1.67	1.57	0.99	1.83	1.82	1.10
Race/ethnicity											
White, non-Hispanic	1.64	2.14	1.84	2.28	1.99	2.28	1.95	1.03	2.01	1.54	1.08
American Indian and Asian ¹	2.03	5.66	3.52	5.76	3.91	4.42	3.65	5.89	4.02	12.57	13.48
Black, non-Hispanic	1.66	0.91	1.89	10.96	12.63	3.81	2.05	2.08	3.17	2.78	3.14
Hispanic	11.63	5.51	1.26	12.17	6.71	6.35	8.72	0.34	4.17	11.74	11.58
Main assignment field											
Arts and music	9.29	5.91	10.04	5.31	4.84	9.25	7.15	2.16	1.89	1.59	1.30
English/language arts	4.68	4.83	2.57	6.75	4.50	3.83	3.07	1.45	5.13	5.02	2.18
General elementary	2.53	3.84	2.07	3.71	3.51	3.64	4.07	1.63	3.14	1.57	1.59
Mathematics	7.98	3.40	2.85	5.25	8.96	8.63	9.16	1.90	1.99	1.53	2.91
Science	1.38	2.43	19.02	7.37	6.61	6.36	2.58	4.97	4.41	2.40	2.61
Social studies	0.47	1.86	2.10	9.81	13.38	13.03	4.82	6.88	7.66	7.29	6.68
Special education	1.92	8.39	1.36	6.73	7.41	3.73	3.49	0.78	8.43	8.48	3.36
Other	2.94	2.52	2.53	4.96	6.12	3.33	2.94	2.48	3.21	4.77	5.27
Teaching status											
Full-time	1.66	1.75	1.79	2.38	2.21	2.04	1.65	0.96	1.83	1.81	1.36
Part-time	5.86	8.29	2.26	5.73	7.37	7.94	7.80	2.14	4.95	4.52	3.89
Region											
Northeast	3.60	3.24	5.19	4.20	6.09	6.76	2.43	3.00	3.42	3.89	3.51
Midwest	2.42	5.41	5.50	4.87	4.95	3.86	2.46	2.00	2.49	2.20	2.93
South	2.98	3.33	1.36	3.38	3.37	3.05	3.09	1.10	3.28	3.36	2.35
West	3.47	3.97	2.84	4.69	3.79	4.01	5.22	1.82	1.79	1.01	1.74
Community type											
Central city	1.61	4.36	1.86	3.79	4.79	4.79	4.54	1.76	3.79	3.43	3.77
Urban fringe/large town	2.72	2.71	2.75	3.44	3.07	2.81	1.18	1.06	2.22	2.12	1.27
Rural/small town	2.41	2.00	2.83	3.46	4.24	3.83	4.42	2.18	3.60	3.54	1.91
School level											
Elementary	2.27	2.89	1.93	2.58	2.56	2.82	2.67	0.97	2.66	2.24	1.27
Secondary	2.71	1.60	3.48	4.46	4.07	2.91	1.40	1.35	1.70	2.54	2.43
Combined	5.43	2.36	1.30	3.52	7.13	7.92	6.25	13.08	12.84	12.87	11.65
School enrollment											
Less than 200 students	3.42	4.54	6.19	3.87	10.59	10.76	11.52	1.35	2.00	1.83	1.09
200–349 students	5.02	9.06	2.51	4.57	6.25	4.96	4.63	4.42	7.92	8.12	3.96
350–499 students	4.05	5.10	2.03	3.65	4.32	4.42	4.62	2.83	2.61	2.53	3.23
500–749 students	4.31	2.10	1.28	3.25	3.79	3.85	4.21	1.36	5.33	3.94	1.67
750 students or more	1.83	3.22	3.74	4.61	4.17	3.31	1.50	1.04	1.56	2.40	2.70
Minority enrollment											
Less than 10 percent	2.70	2.56	4.34	3.69	3.98	4.85	3.25	1.47	2.07	1.79	2.23
10–34 percent	3.61	4.64	2.00	2.85	4.86	2.71	3.12	1.67	2.03	1.72	1.47
35 percent or more	2.30	2.71	1.62	3.71	2.91	2.91	2.92	1.36	3.65	3.43	2.54

See footnotes at end of table.

Table A7. Standard errors for table 7: Percentage of public and private school teacher leavers who rated various reasons as very important or extremely important in their decision to leave the teaching profession, by selected school and teacher characteristics: 2000–01—Continued

School or teacher characteristic	Private										
	Changed residence	Pregnancy/ child rearing	Health	Retirement	Better salary or benefits	To pursue another career	To take courses to improve career opportunities within or outside the field of education	School received little support from the community	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures
Total	2.74	2.55	1.52	1.50	3.18	3.36	2.45	1.43	2.20	1.86	1.42
Sex											
Male	2.12	1.24	1.32	3.79	5.48	6.74	7.37	2.16	5.93	2.33	0.86
Female	3.48	3.10	2.00	1.65	3.29	3.67	2.38	1.74	2.34	2.27	1.75
Teaching status											
Full-time	1.85	3.15	1.30	1.89	3.40	3.64	2.77	1.38	2.50	2.01	1.53
Part-time	8.10	4.56	4.99	1.25	7.38	7.07	4.90	3.84	4.27	4.15	3.77
Region											
Northeast	4.11	5.76	2.75	3.10	4.11	4.64	4.07	4.22	4.84	4.60	1.73
Midwest	7.43	5.10	2.85	2.59	8.43	8.04	5.67	1.37	5.37	2.27	1.94
South	2.98	3.97	2.73	2.81	4.98	5.62	4.28	2.53	2.92	2.86	3.00
West	4.57	3.45	5.61	3.13	6.71	5.85	5.69	1.15	6.44	5.98	5.00
Community type											
Central city	3.29	4.25	2.13	2.24	3.50	4.21	3.21	1.05	3.21	3.18	2.02
Urban fringe/large town	5.25	3.55	2.95	2.30	5.90	6.10	4.28	2.30	3.44	2.71	2.85
Rural/small town	2.69	6.22	2.45	3.64	7.17	6.95	5.45	5.54	3.26	3.24	2.64
School level											
Elementary	3.14	3.73	2.49	2.32	2.69	2.93	2.52	0.65	1.97	1.92	1.51
Secondary	1.66	4.34	4.59	2.40	6.85	6.62	6.76	3.58	7.23	7.42	1.87
Combined	5.10	4.00	2.27	2.28	5.92	6.16	4.70	2.92	3.91	3.05	2.81
School enrollment											
Less than 200 students	3.75	3.58	1.66	2.15	4.60	4.98	4.54	2.34	4.20	2.71	2.40
200–349 students	8.11	5.12	5.14	2.14	8.68	8.33	4.52	4.01	4.74	4.48	4.37
350–499 students	3.11	5.59	5.91	4.41	6.70	4.07	3.51	3.87	5.67	4.65	3.94
500 students or more	3.04	6.93	2.31	4.12	6.11	6.54	5.34	0.96	4.39	4.77	2.84
Minority enrollment											
Less than 10 percent	4.14	2.85	2.14	1.47	4.94	4.76	3.15	2.49	3.15	2.48	2.16
10–34 percent	4.12	3.95	2.86	3.72	4.00	5.15	4.00	0.64	3.85	3.90	2.73
35 percent or more	5.37	7.45	5.16	3.04	5.20	8.18	6.67	0.97	3.89	3.82	2.22

¹"American Indian and Asian" includes respondents that identified themselves as American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat) and Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian).

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Respondents were asked to rate the importance of various reasons in their decision to leave the teaching profession, although some reasons may be involuntary. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of leavers who responded "Very important" or "Extremely important." Some variables and data for public school teachers are not included for private school teachers as reporting standards were not met (there were too few cases for particular response categories).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire," "Public Charter School Teacher Questionnaire," and "Private School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Table A8. Standard errors for table 8: Percentage of public school teacher leavers collecting a pension from a teacher retirement system, and percentage of leavers collecting a pension reporting that various factors were very important or extremely important in their decision to retire, by selected school and teacher characteristics: 2000–01

School or teacher characteristic	Collecting a pension from a teacher retirement system	Very important or extremely important factors in teachers' decisions to retire						
		Became eligible to receive full pension benefits	Became eligible to accept an early retirement incentive	Dissatisfied with job description or responsibilities	Dissatisfied with changes in job description or responsibilities	Did not feel prepared to implement or did not agree with new reform measures	Dissatisfied with teaching as a career	Other family or personal reasons
Total	2.29	2.21	2.77	1.27	2.67	2.54	1.66	2.42
Sex								
Male	4.15	4.59	4.02	2.69	8.00	7.35	3.10	2.18
Female	2.51	2.83	3.43	1.59	1.92	1.34	1.96	3.30
Teaching status								
Full-time	2.42	2.30	2.83	1.34	2.80	2.63	1.77	2.28
Part-time	5.55	9.28	9.70	7.47	7.80	5.49	0.78	17.23
Region								
Northeast	3.85	5.83	6.13	3.67	5.08	3.60	4.62	5.47
Midwest	5.58	4.55	4.25	2.22	2.24	2.49	2.82	3.60
South	3.03	3.78	3.25	2.58	5.98	5.69	3.16	4.74
West	4.62	6.70	7.22	1.67	2.18	2.34	1.64	4.96
Community type								
Central city	3.58	5.87	4.70	1.65	7.88	7.86	3.94	5.09
Urban fringe/large town	3.29	3.44	4.46	2.44	2.52	2.01	2.09	4.59
Rural/small town	3.66	4.35	3.36	1.65	1.66	1.22	1.72	4.15
School level								
Elementary	2.77	4.05	4.56	2.47	2.72	1.84	3.02	3.79
Secondary	4.50	2.92	3.37	0.84	5.08	5.01	1.00	3.78
Combined	4.25	6.50	4.26	4.28	4.43	5.29	4.89	7.18
School enrollment								
Less than 200 students	4.19	8.89	6.87	5.99	5.34	2.81	2.47	11.58
200–349 students	5.25	7.63	6.40	3.07	3.01	1.85	1.77	8.64
350–499 students	4.28	4.62	6.85	6.13	6.08	4.10	5.86	6.08
500–749 students	3.65	4.68	5.06	3.08	3.23	2.03	3.95	4.12
750 students or more	4.67	3.10	3.76	1.26	5.11	5.04	2.17	3.93
Minority enrollment								
Less than 10 percent	4.27	4.60	3.85	3.23	3.24	2.45	2.64	4.38
10–34 percent	3.34	3.42	5.42	1.24	1.71	2.00	1.97	4.02
35 percent or more	3.31	3.60	3.93	1.56	5.80	5.74	3.22	4.12

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Response choices were based on a 5-point scale, and included the following: "Not at all important," "Slightly important," "Somewhat important," "Very important," and "Extremely important." This table includes the percent of leavers collecting a pension who responded "Very important" or "Extremely important." Data for private school teachers are not included due to small cell sizes and related confidentiality concerns.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey ("Public School Teacher Questionnaire" and "Public Charter School Teacher Questionnaire") and 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Table A9. Standard errors for table 9: Percentage of public and private school teacher movers and leavers who strongly agreed or strongly disagreed with various statements about their former schools: 2000–01

Statement	Public				Private			
	Strongly agreed		Strongly disagreed		Strongly agreed		Strongly disagreed	
	Movers	Leavers	Movers	Leavers	Movers	Leavers	Movers	Leavers
I was satisfied with my salary.	1.99	1.41	2.36	1.97	1.76	1.47	3.06	3.19
The school or district offered satisfactory benefits.	2.21	2.57	1.71	0.60	1.96	1.77	3.04	2.82
I was satisfied with the level of job security at the school (e.g., the possibility of being laid off).	2.56	2.73	1.46	1.29	2.72	3.05	2.67	2.23
In thinking of all the factors that influenced my satisfaction with teaching in last year's school, overall, I was satisfied.	2.42	2.44	2.15	2.19	2.34	2.60	2.25	2.00
In thinking of all the factors that influenced my satisfaction with teaching in general, overall, I was satisfied.	†	2.31	†	1.23	†	2.48	†	1.51
The school facility (buildings and grounds) was in need of significant repair.	2.07	1.77	2.53	1.86	2.68	1.61	2.65	2.64
The school was located in a safe neighborhood.	2.52	2.72	1.37	0.55	3.19	2.96	1.78	1.48
I felt safe at the school.	2.29	2.92	1.32	0.53	2.93	3.25	0.52	0.47
The school's security policies and practices were sufficient.	2.65	2.82	1.54	0.76	2.69	3.04	1.70	0.77
Student behavior was a problem.	2.57	1.26	1.83	2.16	2.09	1.83	2.74	2.41
Most of the students in the school were motivated to learn.	2.22	1.97	1.86	1.26	2.78	3.23	1.49	1.48
The school emphasized academic success.	2.24	3.33	1.59	0.46	2.74	3.07	1.14	0.99
I received little support from parents.	1.98	1.38	1.99	2.48	1.94	1.05	2.77	2.86
The school received little support from the community.	1.85	0.73	2.33	2.70	2.21	1.44	3.16	2.60
The procedures for teacher performance evaluation were satisfactory.	2.08	2.14	1.50	1.90	2.49	2.50	2.76	2.23
I was satisfied with the policies and practices for assigning students to classes or sections for instruction.	1.78	1.82	2.16	2.11	2.92	2.11	1.55	1.79
Some of the classes or sections I taught were too large.	2.44	2.69	2.15	1.85	2.39	1.72	3.49	2.80
I was satisfied with the grade(s) I was assigned to teach.	2.76	2.36	1.65	0.87	3.07	3.08	1.08	0.72
I was satisfied with the subject(s) I was assigned to teach.	2.46	2.32	1.46	0.24	2.65	3.18	0.95	1.24
I often felt that my teaching workload was too heavy.	2.86	2.04	1.63	1.81	2.51	2.00	2.57	2.20
At last year's school, including (mainstreaming) special needs (e.g., disabled) students in regular classes made it difficult for me to teach.	2.30	1.23	2.44	2.52	1.40	1.31	2.62	2.70
I did not have enough influence over the school's policies and practices.	2.08	1.42	1.74	1.74	2.92	2.57	2.18	1.66
I was satisfied with the amount of autonomy and control I had over my own classroom.	2.25	2.97	1.21	1.08	2.37	2.99	1.71	1.02
Computers and other technology for my classroom(s) were sufficiently available.	1.71	2.14	2.32	2.27	2.57	2.25	2.73	2.92
Resources and materials/equipment for my classroom(s) were sufficiently available.	1.94	2.96	2.04	1.53	2.91	2.09	1.66	2.16
There was not enough time available for planning and preparation during a typical week at the school.	2.51	2.77	1.41	1.96	2.73	2.92	1.88	2.65
There was not enough uninterrupted class time available for instruction.	1.96	1.37	1.80	2.68	2.39	2.04	1.97	2.37
The professional caliber of the faculty at the school was high.	2.65	2.79	1.39	0.55	2.92	3.03	1.28	1.53
There were many opportunities to collaborate with other teachers in the school.	1.82	2.33	2.06	1.81	2.92	2.56	2.60	1.80
The school administrators' behavior toward the staff was supportive and encouraging.	2.45	2.42	2.43	1.83	2.94	2.91	2.88	2.55
I was pleased with the opportunities for professional advancement (promotion) offered to teachers at the school.	1.35	1.91	1.83	1.75	2.92	1.41	2.71	2.79
I was pleased with the opportunities for professional development (learning/training) offered to teachers at the school.	1.58	2.23	1.86	1.57	2.90	1.61	2.94	2.61
Required professional development activities at the school usually closely matched my professional development goals.	1.72	2.01	2.08	2.71	1.98	1.93	2.62	2.53

† Not applicable.

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Response choices were based on a 5-point scale, and included the following: "Strongly agree," "Somewhat agree," "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree." This table includes the percent of movers and leavers who responded "Strongly agree" or "Strongly disagree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table A10. Standard errors for table 10: Percentage of public and private school teacher stayers, movers, and leavers who indicated the instructional leader in their base year school was very effective or extremely effective at performing various activities: 2000–01

Activity	Public			Private		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Communicating respect and value of teachers	1.50	2.55	2.80	1.56	3.07	3.28
Encouraging teachers to change teaching methods if students are not doing well	1.44	2.49	2.75	1.94	2.80	3.33
Working with staff to develop and attain curriculum standards	1.56	2.98	2.83	1.93	4.05	3.18
Encouraging professional collaboration among teachers	1.53	2.86	3.06	1.76	2.92	3.23
Working with teaching staff to solve school or department problems	1.52	3.33	2.93	1.87	2.87	3.48
Encouraging the teaching staff to use student evaluation results in planning curriculum and instruction	1.61	3.17	2.70	1.87	2.48	2.94
Developing broad agreement among the teaching staff about the school's or department's mission	1.50	2.99	2.76	1.71	2.96	3.36
Facilitating and encouraging professional development activities of teachers	1.51	2.92	2.78	1.91	3.15	3.09

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Leavers are teachers who left the teaching profession after the previous school year. Instructional leaders are persons designated by respondents as most responsible for providing instructional leadership at respondents' current or former school; they may be the Principal or School Head, the Assistant or Vice Principal, the Department Chair or Head, the Director of Curriculum or Instruction, or another person that respondents specify. Response choices were based on a 5-point scale, and included the following: "Not at all effectively," "Slightly effectively," "Somewhat effectively," "Very effectively," and "Extremely effectively." This table includes the percent of stayers, movers, and leavers who responded "Very effectively" or "Extremely effectively."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers" and "Questionnaire for Former Teachers").

Table A11. Standard errors for table 11: Percentage of public and private school teacher stayers and movers who strongly agreed or strongly disagreed with various statements about the administrators and staff at their base year schools: 2000–01

Statement	Public				Private			
	Strongly agreed		Strongly disagreed		Strongly agreed		Strongly disagreed	
	Stayers	Movers	Stayers	Movers	Stayers	Movers	Stayers	Movers
The school administrators' behavior toward the staff is supportive and encouraging.	1.40	2.45	0.95	2.43	1.74	2.94	0.84	2.88
The school principal enforces school rules for student conduct and backs me up when I need it.	1.48	2.80	0.61	2.98	1.94	2.97	0.66	3.08
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1.27	2.71	0.32	0.98	1.85	3.31	0.47	1.05
There is a great deal of cooperative effort among the staff members.	1.33	2.06	0.62	2.38	1.72	2.41	0.59	2.04

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the previous school year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year. Response choices were based on a 5-point scale, and included the following: "Strongly agree," "Somewhat agree," "Neither agree nor disagree," "Somewhat disagree," and "Strongly disagree." This table includes the percent of stayers and movers who responded "Strongly agree" or "Strongly disagree."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Table A12. Standard errors for table 12: Percentage of base year teachers moving across schools, school districts, and sectors: 1999–2000 to 2000–01

Teacher category	Moved from one public school to another public school in the same school district	Moved from one public school district to another public school district	Moved from a private school to a public school	Moved from one private school to another private school	Moved from a public school to a private school
All teachers					
Total	0.18	0.35	0.04	0.05	#
Teachers with less than 5 years experience	0.42	0.89	0.13	0.11	#
Teachers with 5 or more years experience	0.19	0.36	#	0.06	#
All movers					
Total	2.22	2.75	0.69	0.70	0.59
Movers with less than 5 years experience	3.19	3.66	1.01	0.82	1.39
Movers with 5 or more years experience	2.83	3.73	0.96	1.00	0.48
Public movers					
Total	2.85	2.81	†	†	0.69
Movers with less than 5 years experience	3.88	3.94	†	†	1.62
Movers with 5 or more years experience	3.73	3.80	†	†	0.56
Private movers					
Total	†	†	2.76	2.76	†
Movers with less than 5 years experience	†	†	4.52	4.52	†
Movers with 5 or more years experience	†	†	3.95	3.95	†

† Not applicable.

Rounds to zero.

NOTE: Movers are teachers who were still teaching in the current school year but had moved to a different school after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Current Teachers").

Table A13. Standard errors for table 13: Current main occupational status of public and private school teacher leavers: 2000–01

Occupational status	Public	Private
Main occupational status of all leavers		
Attending a college or university	0.73	1.27
Caring for family members	1.86	2.29
Disabled	1.55	1.00
Retired	2.30	1.38
Other	0.42	1.12
Unemployed and seeking work	1.51	0.98
Working in an elementary or secondary school with an assignment other than teaching	2.39	1.67
Working in an education occupation outside of elementary or secondary education	1.84	1.78
Working in an occupation outside the field of education	1.87	3.11
Classification of leavers whose main occupational status was working		
Employee of a private company, business, or individual for wages, salary, or commission	3.65	3.67
State or federal government employee	2.83	2.96
Local government employee	4.75	2.12
Self-employed in own business, professional practice, or farm	2.29	1.32
Working without pay in a family business, farm, or volunteer job	#	2.18

Rounds to zero.

NOTE: Leavers are teachers who left the teaching profession after the previous school year. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Table A14. Standard errors for table 14: Percentage of public and private school teacher leavers who were working that rated various aspects of their current main occupation as better than teaching, not better than teaching, or no difference: 2000–01

Occupation characteristic	Public			Private		
	Better in teaching	Better in current position	No difference	Better in teaching	Better in current position	No difference
Salary	3.96	3.96	4.06	2.53	3.47	2.35
Benefits	4.23	2.49	4.77	3.00	4.07	2.90
Job security	4.04	2.70	4.27	3.66	4.26	4.19
Intellectual challenge	2.68	3.86	4.15	3.60	4.95	4.30
Opportunities for professional development	3.29	3.50	4.90	2.94	4.56	3.50
Professional prestige	3.15	3.95	3.89	2.99	4.15	3.29
General work conditions	0.85	4.23	4.31	2.19	4.56	4.43
Safety of environment	2.55	3.43	4.07	2.86	4.44	4.39
Manageability of workload	2.52	4.44	4.21	1.91	4.04	4.17
Procedures for performance evaluation	3.30	4.02	3.88	2.64	4.04	4.65
Autonomy or control over own work	2.55	3.71	2.86	3.96	4.67	3.63
Influence over workplace policies and practices	3.39	4.51	4.75	4.34	4.49	4.47
Availability of resources and materials/ equipment for doing job	3.81	4.32	4.34	1.77	4.61	4.18
Recognition and support from administrators/managers	3.56	3.93	4.43	2.57	4.12	3.92
Professional caliber of colleagues	3.17	3.16	4.08	2.84	4.19	3.99
Opportunities for learning from colleagues	2.98	3.86	4.03	3.16	4.12	3.73
Opportunities for professional advancement	3.64	4.20	3.79	2.29	3.90	3.32

NOTE: Leavers are teachers who left the teaching profession after the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey ("Questionnaire for Former Teachers").

Appendix B: Technical Notes

I. Overview of TFS

The Teacher Follow-up Survey (TFS) is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education's Institute of Education Sciences (IES) and is conducted by the U.S. Census Bureau.

The TFS is a follow-up survey of selected elementary and secondary school teachers who have participated in the Schools and Staffing Survey (SASS)¹ and is conducted in the school year following the SASS data collection. The sample for TFS was selected from those teachers who participated in the SASS; it consisted of all who left teaching within the year after SASS and a subsample of those who continued teaching.

The major objectives of TFS are to:

- Provide estimates of teacher attrition rates;
- Examine the characteristics of those who stay in the teaching profession and those who leave, including retirees;
- Obtain data on occupations or other activities for those who leave teaching and career information for those who are still teaching;
- Update information on education, other training, and career plans; and
- Collect data on attitudes about the teaching profession and job satisfaction.

The Teacher Follow-up Survey was conducted in the 1988–89, 1991–92, 1994–95, and 2000–01 school years (after the 1987–88, 1990–91, 1993–94, and 1999–2000 administrations of SASS, respectively). NCES currently plans to conduct the next survey in the 2004–05 school year; it will collect data from a subsample of teachers who participated in the 2003–04 SASS.

Congress, state education departments, federal agencies, private school associations, teacher associations, and educational organizations have used data from the 1987–88, 1990–91, and 1993–94 SASS, and 1988–89, 1991–92, and 1994–95 TFS surveys.

II. Survey Content: 2000–01

A. Content Changes

Prior to the 2000–01 TFS administration, pre-tests were undertaken (for further explanation of the pre-tests, see section V). As a result of these pre-tests, the following additions and deletions were made to the TFS questionnaires between the 1994–95 and 2000–01 administrations.

¹ For a complete description of the 1999–2000 Schools and Staffing Survey, see 1999–2000 Schools and Staffing Survey: Data File User's Manual (Tourkin et al. forthcoming).

1. Additions and Enhancements

a. Questionnaire for Former Teachers (TFS-2)

- Effectiveness of instructional leadership
- Reasons for retirement
- Impression of last year's school
- Factors that may influence return to teaching
- Increased use of rating scales to measure reasons for leaving and job satisfaction
- Race/ethnicity categories were revised to allow for multi-race reporting

b. Questionnaire for Current Teachers (TFS-3)

- Computers and technology in the classroom
- Scheduling and planning activities
- Increased use of rating scales to measure reasons for moving and job satisfaction
- Race/ethnicity categories were revised to allow for multi-race reporting

2. Deletions

a. Questionnaire for Former Teachers (TFS-2)

- Effective steps to encourage teacher retention

b. Questionnaire for Current Teachers (TFS-3)

- Teaching methods
- Effective steps to encourage teaching retention

B. Final Content of 2000–01 TFS

The following is a brief description of the components of the 2000–01 TFS.

- The Teacher Status Form for Public and Private Schools (TFS-1) is an administrative form sent to principals in order to determine whether teachers who participated in the 1999–2000 SASS remained in the school, moved to another school, or left the teaching profession. This information is used to help locate and administer the appropriate questionnaire to TFS participants.
- The Questionnaire for Former Teachers (TFS-2) obtained information such as employment status, reasons for leaving the teaching profession, future employment and educational plans, impressions of last year's school, of teaching in general, and of the current occupation relative to teaching.
- The Questionnaire for Current Teachers (TFS-3) obtained information such as teaching assignments and certification, conditions and experiences of teaching in current school, scheduling and planning, computers and technology in the classroom, changes from last school year to this school year, and future education plans.

Copies of the 2000–01 TFS questionnaires may be obtained on the Internet at <http://nces.ed.gov/surveys/sass/questionnaire.asp> or by e-mail to SASSdata@ed.gov.

C. Sampling Changes

Due to processing delays in SASS, the final interview status for teachers was not available when the sample was selected for TFS. As a result, teachers were sampled based on their preliminary interview status in SASS. Of the 8,353 teachers selected for TFS, 643 ended up being nonrespondents for SASS based on the final interview status, making them ineligible for TFS. This represents a considerably higher proportion of the TFS sample

that was lost in 1994–95 and in other past rounds of TFS, and can be attributed to the processing delays in SASS. These 643 cases were teachers whose questionnaire responses were insufficient to be considered a final interview. This process occurs in all SASS data collections, in which what appear to be responses initially, end up as non-interviews after the criteria for a final interview are applied (usually, at least a small percentage of items must be filled in, plus a few critical items). In 1999–2000, delays to the processing of SASS meant that the final interview had not been run when the TFS sample had to be selected. Nonresponse bias analyses were performed on the 1993–94 and 1999–2000 SASS, but not specifically on the group that changed from interview to non-interview status during processing. Although these cases represent only 7.7 percent of the TFS sample, it is impossible to know if these cases have any impact on the attrition rates shown in this report without a specific analysis of the characteristics of these excluded teachers from SASS against the eligible teachers in TFS.

III. Target Populations, Sampling Frames, and Comparisons of Estimates

A. Target Populations and Key Terms

The target population for the 2000–01 TFS was the universe of elementary and secondary school teachers in the United States during the 1999–2000 school year. This population was divided into two components—those who left teaching after the 1999–2000 school year (“leavers”) and those who continued teaching (“stayers” and “movers”).

The following terms are used in this publication and are defined as they apply to TFS:

- **Teacher.** For the purposes of the Teacher Follow-up Survey, a teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K–12 (or comparable ungraded levels). Pre-kindergarten teachers are included if they also teach kindergarten. In addition to regular full-time teachers, the following types of teachers are also included: (1) itinerant teachers, (2) long-term substitutes who fill the role of a regular teacher for at least three months, (3) administrators, counselors, librarians, or other professional or support staff who teach any regularly scheduled classes, and (4) other part-time teachers.
- **Leavers.** Teachers who left the teaching profession or teachers who were no longer teaching in any of grades K–12 after the 1999–2000 school year (includes teachers whose status changed to short-term substitute, student teacher, or teacher aide).
- **Movers.** Teachers who were still teaching any of grades K–12 in 2000–01, but had moved to a different school after the 1999–2000 school year.
- **Stayers.** Teachers who were still teaching any of grades K–12 and in the same school in 2000–01 as in 1999–2000.
- **Out-of-Scope TFS teachers.** Teachers who left the United States or died.

The following definitions were used in the 2000–01 Schools and Staffing Survey; they describe variables included on each TFS respondent’s record to identify the school where he/she taught during the 1999–2000 school year. Many are also used in this publication.

- **Census region.** The four Census regions are:
 - Northeast**—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania
 - Midwest**—Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South—Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West—Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

- **Common Core of Data.** The Common Core of Data is a group of surveys that acquire and maintain public elementary and secondary education data from the 50 states, the District of Columbia, and the outlying areas through the state-level (or equivalent) education agencies. Information about staff and students in public schools is collected annually at the school, LEA (Local Education Agency or School District), and state levels. Information about revenues and expenditures is also collected at the state level.
- **Local education agency (LEA).** LEAs, or public school districts, are government agencies that employ elementary or secondary teachers and are administratively responsible for providing public elementary/secondary instruction and educational support services. Included are education agencies that do not operate schools but employ teachers, e.g., regional cooperatives that employ special education teachers who teach in schools in more than one school district.
- **School, alternative.** Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential dropouts, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.
- **School, BIA.** A BIA school is a school funded by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior. Any school included in the *1997–98 Office of Indian Education Programs: Education Directory* is a BIA-funded school. This directory was the population frame for the Indian School component of the 1999–2000 SASS. Schools listed in the BIA directory receive federal funds but may be operated by a local school district, a local tribe, or as a public charter school.
- **School, Charter or Public Charter.** A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school. It includes schools open for instruction as a public charter school as of the 1998–99 school year and operating in the 1999–2000 school year.
- **School, combined.** A combined school has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.
- **School, elementary.** A school is elementary if it has one or more of grades 1–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.
- **School, private.** A private school is defined as a school not in the public system that provides instruction for any of grades 1–12 (or comparable ungraded levels). The instruction is typically given in a building that is not used primarily as a private home. Individual cases where instruction was primarily given in the home were manually checked to verify that the school was not a home school.
- **School, public.** A public school is an institution that provides educational services for at least one of grades 1 through 12 (or comparable ungraded levels), has one or more teachers, is located in one or more buildings, and is supported primarily by public funds. State schools (e.g., schools for the deaf or the blind),

schools in juvenile detention centers, and schools located on military bases in the U.S. and operated by the Department of Defense are included.

- **School, secondary.** A school is secondary if it has one or more of grades 7–12 and does not have any grades lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.
- **School, special education.** Special education schools provide educational services to students with special physical or mental needs, i.e., students with mental disabilities (such as mental retardation or autism), physical disabilities (such as hearing-impairment), or learning disabilities (such as dyslexia).
- **School, vocational.** Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.
- **Typology; private school.** Categories (three major ones with three sub-categories each) into which private schools are divided based on religious orientation, association membership, and program emphasis: 1) Catholic—parochial, diocesan, private; 2) Other religious—affiliated with a Conservative Christian school association (e.g., Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, Oral Roberts University Educational Fellowship), affiliated with a national denomination, unaffiliated; 3) Non-sectarian—regular, special program emphasis, special education.
- **Ungraded students.** Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

B. SASS Sampling Frames

More detailed information on the sample design for SASS can be found in the *1999–2000 Schools and Staffing Survey: Data File User’s Manual*.

1. Public Schools

The SASS was designed to support estimates at the national, regional, and state levels for public school districts, schools, principals, teachers, and school library media centers. The public school sampling frame was based on the 1997–98 school year Common Core of Data (CCD), a file of information collected annually by NCES from all state education agencies and believed to be the most complete public school listing available at the time of sample selection. Public schools not in existence in school year 1997–98 or not opening as a result of a merger with an existing school were not included in the SASS sampling universe. The frame contains regular public schools and special purpose schools such as special education, vocational, and alternative schools. The frame was enhanced with a list of schools operated by the Department of Defense. After the deletion of duplicate schools, schools outside of the United States, and schools that only teach prekindergarten, kindergarten, or postsecondary students, 88,266 schools remained on the public school frame.

2. Private Schools

The SASS was designed to provide detailed private school estimates at the affiliation level. The sampling frame for private schools was derived from affiliation lists, because state coverage of private schools is uneven. The sampling frame for private schools was the 1997–98 Private School Survey (PSS), updated with more current information from 1998–99 private school affiliation lists (Broughman and Colaciello 1999). A list frame consisting of 28,164 schools was the primary private school frame. An area frame was used to identify schools not included on the list frame and thereby compensate for the undercoverage of the list frame. The area frame was taken from the 1997–98 PSS because there was no opportunity to

update it prior to SASS data collection. See Cole et al. (forthcoming) for more detail. The area frame consisted of 140 schools drawn from a sample of 3,142 counties throughout the nation, representing an estimated 1,760 schools not found on affiliation lists.

The affiliation group for a school was determined in a hierarchical order; that is, if more than one definition applied, the school was classified into the first group that applied:

- 1) Military—membership in the Association of American Military Colleges and Schools;
- 2) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
- 3) Friends—affiliation as Friends or membership in the Friends Council on Education;
- 4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools;
- 5) Hebrew Day—membership in the National Society for Hebrew Day Schools;
- 6) Solomon Schechter—membership in the Schechter Day Schools;
- 7) Other Jewish—any other Jewish affiliation;
- 8) Missouri Synod—membership in the Lutheran Church, Missouri Synod;
- 9) Wisconsin Synod—affiliation as Evangelical Lutheran, Wisconsin Synod or membership in the Evangelical Lutheran Church, Wisconsin Synod;
- 10) Evangelical Lutheran—affiliation as Evangelical Lutheran Church in America or membership in the Association of Evangelical Lutheran Churches;
- 11) Other Lutheran—any other Lutheran affiliation;
- 12) Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
- 13) Christian Schools International—membership in Christian Schools International;
- 14) American Association of Christian Schools—membership in the American Association of Christian Schools;
- 15) Association of Christian Schools International—membership in the Association of Christian Schools International;
- 16) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;
- 17) Montessori—membership in the American Montessori Society or other Montessori associations;
- 18) National Association of Independent Schools—membership in the National Association of Independent Schools;
- 19) National Independent Private School Association—membership in the National Independent Private School Association;
- 20) Other—no affiliation with or membership in any of the groups listed above.

3. Public Charter Schools

The universe of 1,122 public charter schools was identified from a list provided by the Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). The OERI list was used since not all of the public charter schools were listed on the Common Core of Data (CCD). The OERI list included public charter schools open during the 1998–99 school year; there were 1,122 schools on the public charter school frame. To be included in the 1999–2000 SASS population of

public charter schools, public charter schools were required to still be open as a public charter school during the 1999–2000 school year. One hundred and twelve schools on the sampling frame failed to meet these criteria, resulting in 1,010 in-scope public charter schools.

An independent verification of charter school information was provided by the *National Charter School Directory 2000, Sixth Edition* (Dale 2000). Census personnel used this resource to verify the eligibility status of specific public charter schools.

4. Bureau of Indian Affairs-Funded Schools

The universe of BIA schools was identified from the 1997–98 list of schools provided by the Bureau of Indian Affairs. For the 1997–98 school year, there were 197 schools in the Department of Interior’s Bureau of Indian Affairs, Office of Indian Education Programs (OIEP) “Education Directory” (Bureau of Indian Affairs 1998). Collecting and analyzing data from BIA schools is complicated because some BIA-funded schools are operated as public schools or public charter schools. Of the original 197 schools listed in the OIEP “Education Directory” for 1997–98, 124 were considered BIA schools; 65 were considered to be public schools; and 8 were considered to be public charter schools.

Starting from the 197 schools in the OIEP Directory, only 169 of the listed entities are considered to be schools meeting the eligibility requirements of SASS: the facility must provide educational services for any of grades 1 through 12. Some of the OIEP listings were for dormitories or schools that provided only pre-school or adult educational services and thus are ineligible for the SASS. Out of these 169 schools, 152 were school respondents.

IV. Sample Selection Procedures and Sample Sizes

A. SASS Sample Selection Procedures

Selecting the teacher sample in public, private, and public charter schools involved the following steps:

- a. The selected schools were asked to provide teacher lists using the SASS Teacher Listing Form; and
- b. From the lists, 56,860 public school teachers (including BIA teachers), 10,760 private school teachers, and 4,438 public charter school teachers were selected.

The public, private, and public charter teacher sample selections are described together because identical methodologies were used. The only difference was in the average number of teachers selected within a school.

1. Teacher Frame

Each selected school was asked to provide a list of their teachers with selected information for each teacher. Of sampled schools, 7 percent of public schools, 14 percent of private schools, 9 percent of public charter schools, and 2 percent of Bureau of Indian Affairs (BIA) schools did not provide teacher listing forms. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

The sample schools were asked to provide the following information for each teacher listed:

- Whether the teacher was new or experienced, where “new” was defined as less than three years of total teaching completed and “experienced” was defined as three or more completed years of teaching;
- Race/ethnicity;
- Whether the teacher taught classes designed for students with limited-English proficiency; and
- Subject matter taught (general elementary, special education, math, science, English, social studies, vocational education, and all other teachers).

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- 1) Asian or Pacific Islander
- 2) American Indian or Alaska Native
- 3) Teachers of students with limited-English proficiency
- 4) New
- 5) Experienced

2. Within-School Teacher Allocation

First, the total number of sample teachers to be selected for each school without regard to strata was calculated assuming no teacher oversampling for new teachers. Then, to allocate across the strata, public school teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private teachers, it was decided to oversample new teachers to ensure that there would be a sufficient sample of new teachers in the Teacher Follow-up Survey (TFS). (This was also done in the 1990–91 and 1993–94 SASS.)

Asian or Pacific Islander, American Indian or Alaska Native, and teachers of students with limited-English proficiency were oversampled at a rate to ensure a set number of each group was selected. To make sure a school was not overburdened, the maximum number of teachers sampled per school was set at 20. When the number of sampled teachers exceeded 20 in a school, the Asian or Pacific Islander, American Indian or Alaska Native and teachers of students with limited-English proficiency were proportionally reduced to meet the maximum requirement.

Within each teacher stratum, teachers were sorted by their subject matter taught (as reported by the principal on the SASS Teacher Listing Form). This method was used to assure a good distribution of teachers by subject matter taught.

Within each school and teacher stratum, teachers were selected systematically with equal probability.

A total of 72,058 teachers were selected (66,579 new and experienced, 1,666 Asian or Pacific Islander, 1,599 American Indian or Alaska Native and 2,214 limited-English proficiency class teachers). Table B1 shows the number of selected teachers in the SASS sample by teacher type and sector.

Table B1. Number of selected teachers in the SASS sample, by teacher type: 1999–2000

Teacher type	Public ¹	Private	Public Charter	Total
Asian/Pacific Islander	1,216	346	104	1,666
American Indian/Alaska Native	1,420	81	98	1,599
Teachers of students with LEP	2,040	61	113	2,214
New	7,012	2,426	1,325	10,763
Experienced	45,172	7,846	2,798	55,816
Total	56,860	10,760	4,438	72,058

¹ Public totals include Bureau of Indian Affairs-funded (BIA) school teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey.

For more information on SASS, see the technical report *1999–2000 Schools and Staffing Survey: Sample Design and Estimation* (Cole et al. forthcoming).

B. TFS Sample Selection Procedures

The Teacher Follow-up Survey (TFS) is a survey of approximately 8,400 teachers who were interviewed in the 1999–2000 SASS Teacher Survey. As described earlier, the purpose of the 2000–01 TFS was to measure teacher attrition rates a year after the 1999–2000 SASS data collection. In SASS, schools were selected first. Next, teachers were selected within each sampled school. The TFS teachers were selected from the SASS teacher sample. The TFS sample is a stratified sample that was allocated in order to allow comparisons of stayers, movers, and leavers within sector (public/private/public charter), experience groups, and level. Therefore, for the TFS, the responding 1999–2000 SASS teachers were stratified by four variables (sector, teacher status, experience, teaching level) in the order shown below:

1. Sector (Public/Private School Indicator):

Public—teachers who taught in a public school system or BIA school in the 1999–2000 school year;

Public Charter—teachers who taught in a public charter school in the 1999–2000 school year;

Private—teachers who taught in a private school in the 1999–2000 school year;

2. Teacher status:

Leavers—teachers in the 1999–2000 school year who left the teaching profession prior to the 2000–01 school year;

Stayers—teachers in the 1999–2000 school year who were still teaching in the same school in 2000–01 as they were in the previous school year;

Movers—teachers in the 1999–2000 school year who were still teaching in 2000–01, but were in a different school in the 2000–01 school year;

Don't know—teachers whose status was unknown (or was not reported) in 2000–01 by staff at their 1999–2000 school.

3. Experience (New/Experienced Teacher Indicator):

New—teachers who had completed less than three years of teaching during the 1999–2000 school year;

Experienced—teachers who had three or more years of teaching experience during the 1999–2000 school year;

4. Teaching level:

Elementary—teachers who taught elementary students in the 1999–2000 school year regardless of the level of the school (elementary, secondary, combined) in which they taught;

Secondary—teachers who taught secondary students in the 1999–2000 school year regardless of the level of the school (elementary, secondary, combined) in which they taught.

The sample for TFS was allocated from those teachers who participated in the SASS; it consisted of all who left teaching within the year after SASS and a subsample of those who continued teaching. All teachers with less than 3 years of teaching experience and who moved to a different school were included, while for teachers who were experienced and who moved to another school, the proportion sampled ranged from 23 percent for public teachers to 77 percent for public charter teachers, and 100 percent of private teachers. Teachers who stayed in the same school were sampled at lower rates, ranging from 4 percent for public teachers to 15 percent for private teachers and 27 percent for public charter teachers. The final TFS sample allocation, which is summarized in table B2 on the following page, was selected to ensure that a sufficient number of teachers from each of the respective sectors were included in the sample to provide nationally representative estimates.

Table B2. TFS sample allocation: 2000–01

	Total	New	Experienced
Public¹	5,077	1,611	3,466
Leavers			
Total	2,095	242	1,853
Elementary	684	73	611
Secondary	1,411	169	1,242
Nonleavers	2,982	1,369	1,613
Elementary			
Total	1,529	618	911
Movers	644	301	343
Stayers ²	885	317	568
Secondary			
Total	1,453	751	702
Movers	701	485	216
Stayers ²	752	266	486
Public Charter	1,180	408	772
Leavers			
Total	199	70	129
Elementary	90	28	62
Secondary	109	42	67
Nonleavers	981	338	643
Elementary			
Total	498	182	316
Movers	162	79	83
Stayers ²	336	103	233
Secondary			
Total	483	156	327
Movers	145	57	88
Stayers ²	338	99	239
Private	2,098	844	1,254
Leavers			
Total	545	194	351
Elementary	265	93	172
Secondary	280	101	179
Nonleavers	1,553	650	903
Elementary			
Total	826	360	466
Movers	298	122	176
Stayers ²	528	238	290
Secondary			
Total	727	290	437
Movers	253	90	163
Stayers ²	474	200	274

¹ Public totals include Bureau of Indian Affairs-funded (BIA) school teachers.

² “Don’t know” strata cases are included in the ‘stayer’ categories of this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey.

“Don’t know” strata cases are included in the “stayers” categories of table B2. Because the actual status of these cases was unknown, they were sampled at the lower stayer sampling rate to ensure a representative sample was drawn, but were then mailed the Questionnaire for Former Teachers. Approximately 20 percent of these sampled cases were determined to be stayers and 80 percent were leavers.

Sorting. Within each public TFS stratum, teachers that were classified by the preliminary interview status recode (ISR) as an interview in the 1999–2000 SASS Teacher Survey were sorted by teacher subject, Census region, urbanicity, school enrollment and SASS teacher control number.

Sample Selection. After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size procedure. The measure of size was the 1999–2000 SASS preliminary teacher weight,

which is the product of the Basic Weight, School Sampling Adjustment Factor, School Noninterview Adjustment Factor, preliminary version of the SASS final teacher weight, and the First-Stage Ratio Adjustment Factor after the SASS preliminary interview status had been assigned. Due to processing delays in SASS, the final SASS weight based on the final interview status was not available.

As stated earlier, since the selection was based on the preliminary interview status in SASS, 643 of the 8,353 teachers selected for TFS ended up being nonrespondents for SASS based on the final interview status, making them ineligible for TFS. See Table B3 for a detailed breakdown of TFS completion status by SASS final interview status.

Table B3: TFS final interview status, by 1999–2000 SASS final interview status: 2000–01

TFS final interview status	SASS final interview status		
	Interview	Noninterview	Out-of-Scope
Interview	6,758	307	130
Noninterview	929	167	32
Out-of-Scope	23	5	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey and 2000–01 Teacher Follow-up Survey.

V. Pre-Testing Activities

A. Cognitive Interviews

During December 1999 and January 2000 Census staff conducted cognitive interviews in order to refine the questionnaires proposed for the 2000–01 TFS. All interviews were conducted by trained interviewers and tape recorded (with respondent permission). The sample was drawn from teachers in the Washington, DC and New York City metro areas. Respondents were offered a \$30 incentive for their participation.

Summary of recommendations from cognitive interviews:

- Include middle points and not applicable (NA) categories with scales
- Maintain format consistency in numbering, lettering, and fonts
- Delete redundant items
- Reword several questions for greater clarity

For a more detailed summary of the findings and recommendations presented to NCES please refer to Pugh and Zukerberg (2000).

B. Expert Review

During February 2000, an expert review of the current and former teacher questionnaires was undertaken that focused on content and format.

Recommendations from the expert review included:

- Trim “unnecessary” list items
- Use bipolar point scales where both extremes are possible
- Change scale labels
- Reword and reorder several questions for better clarity

For more information, see *TFS 2000–01 Questionnaire Review* (Nelson 2002).

VI. Data Collection Procedures

A. Time Frame of the Survey

The Census Bureau collected the 2000–01 Teacher Follow-up Survey data during the 2000–01 school year. Table B4 summarizes the specific data collection activities and the time frame in which each occurred.

Table B4. TFS data collection schedule: 2000–01

Activity	Date of Activity
Advance letters mailed to LEAs and state administrators	August 2000
Teacher status forms (TFS-1) and letters mailed to sample schools	September 2000
Reminder postcards mailed to sample schools	September 2000
Telephone follow-up of teacher status forms not returned by schools	September–October 2000
Initial mailing of current and former teacher questionnaires (TFS-2 and TFS-3)	January 2001
Second mailing of current and former teacher questionnaires (TFS-2 and TFS-3)	February 2001
Telephone and personal visit follow-up of mail questionnaire nonrespondents (TFS-2 and TFS-3)	March–May 2001

SOURCE: U.S. Department of Education, National Center for Education Statistics.

B. Data Collection Procedures for TFS

In September 2000, the Census Bureau mailed teacher status forms (TFS-1) to sample schools that had provided lists of teachers for the 1999–2000 SASS. Teacher status was needed to select the sample for TFS. The schools were asked to complete the form by indicating whether each teacher listed was still teaching (stayer or mover) or had left the teaching profession (leaver). One week after the TFS-1 mailout, reminder postcards were mailed to the sample schools. In September and early October, Census interviewers telephoned schools that had not returned the TFS-1 to obtain the requested information.

The Census Bureau regional offices (ROs) were assigned nonresponse cases with no known telephone number for the TFS-1 Teacher Status Form. The ROs were also assigned former teacher (TFS-2) cases (leavers) for which Census did not have a home address and cases of current teachers (stayers or movers) (TFS-3) who were not teaching in the same school as the year before and for whom Census did not have a home address. These cases were sent directly to the ROs in early January 2001, so the ROs could attempt to locate these cases and administer the appropriate TFS questionnaire.

In January 2001, the TFS questionnaires were mailed to selected teachers and former teachers. Reminder postcards were mailed one week after the questionnaires. The Questionnaire for Former Teachers (TFS-2) was sent to sample persons reported by school administrators as having left the teaching profession. The Questionnaire for Current Teachers (TFS-3) was sent to sample persons who were reported as still teaching at the elementary or secondary level. When home addresses were provided, the questionnaires were mailed to the home with an enclosed introductory letter that explained the purpose of the survey as well as a statement of authority and assurance of confidentiality.

In February, the Census Bureau mailed a second questionnaire to each sample person who had not returned the first questionnaire. Also, for those who returned the first form and indicated that it did not apply to them (their status was incorrectly reported by their 1999–2000 school), the appropriate questionnaire was mailed to them. For example, if a sampled person who was teaching in another school received the questionnaire for former teachers (TFS-2), he/she was instructed to return the questionnaire; the Census Bureau sent the correct questionnaire (TFS-3 for current teachers) to the respondent during the second mailout.

In late March 2001, Census field staff began calling sampled persons who had not returned a mail questionnaire. If the interviewers were unable to contact a sampled teacher through a contact person (two contact persons had been listed by the sample teacher on the SASS form as knowing how or where to get in touch with him or her) or through directory assistance, they called the sampled person's 1999–2000 school to obtain information about the person's current address or employer. All nonresponse follow-up was completed in May 2001.

VII. TFS Reinterview Program

The purpose of the reinterview for the TFS was to find ways to improve the survey questions by reinterviewing teachers in the TFS sample, using a shortened version of the survey they received.

The Census Bureau's National Processing Center (NPC) mailed TFS reinterview questionnaires to the selected sample of former and current teachers. If after two mailouts, NPC had not received a completed questionnaire, then the case was passed along to the appropriate Regional Office (RO) for telephone follow-up.

The 2000–01 TFS reinterview included both former teachers and current teachers. The reinterview replicated the original interview's mode. If the original interview was completed by mail, the reinterview was completed by mail. If the original interview was completed by telephone, the reinterview was completed by telephone.

Once a week NPC received a list of completed original mail questionnaires. Within a week of receiving the list, NPC mailed out the reinterview questionnaires. The telephone reinterviews were done on a flow basis, using paper and pencil (PAPI) reinterview questionnaires. As field representatives (FRs) completed and mailed original telephone interviews to the ROs, the ROs prepared the reinterview questionnaires and mailed them to the senior field representatives (SFRs) to conduct the reinterviews.

Two reinterview samples were selected for the survey; the sample of current and former teachers was evenly divided between 3,920 cases. The goal of the reinterview was to get approximately 1,000 complete reinterviews for each sample group (former and current teachers). The oversampling was done to account for the potential nonresponse that was based on the 1994–95 TFS. The actual number of reinterviews that were completed was 1,065 cases for current teachers and 1,222 cases for former teachers.

Two reinterview questionnaires were used—the TFS-2(R) for former teachers and the TFS-3(R) for current teachers. Each questionnaire contained a subset of questions from its original questionnaire. After each reinterview, data from the reinterview were compared to the original answers and a reconciliation of the original response was conducted with the respondent. The reconciliation consisted of the following:

- a. determining the correct answer;
- b. determining if there is a difference;
- c. probing with questions to find out the reason for the difference; and
- d. recording and keeping track of the different reasons for the differences.

The TFS reinterviewing took place during the time period of February 2001 through May 2001.

VIII. Use of Improved Technology

A. Questionnaire Printing

The 2000–01 TFS was the first administration of TFS to use customized printing of questionnaires. DocuPrint equipment allows for printing data specific to any respondent on any page. For TFS, DocuPrint was used to print respondent's identification information on the questionnaires and personalize letters to respondents.

B. Imaging of Questionnaires

In previous administrations of TFS, Census Bureau staff keyed completed questionnaires. The 2000–01 TFS used imaging technology, and questionnaires were designed to meet the DocuPrint and imaging data capture design requirements for the Workflow Imaging Processing System (WIPS). All returned completed interviews were image data captured.

The WIPS does not have an integrated system to measure data quality. Staff developed an independent quality assurance (QA) module to evaluate and ensure the quality of the TFS imaged data—an after-the-fact estimation of the process average. If the batch failed the error tolerance, the entire batch was reprocessed and verified again. If the errors from the sample questionnaire were within acceptable tolerance, the batch was accepted and routed for output. Table B5 provides a summary of the 2000–01 TFS quality assurance procedures and outcomes.

Table B5. TFS Image Data Capture Quality Assurance Summary: 2000–01

Questionnaires Imaged	Former Teacher Questionnaire	Former Teacher Questionnaire (Reinterview)	Current Teacher Questionnaire	Current Teacher Questionnaire (Reinterview)
Total batches	267	65	559	62
Accepted	257	65	493	54
Rejected	10	0	66	8
Reject Rate	3.75%	0.00%	11.81%	12.90%
CFI Field Counts	25,276	5,394	65,463	4,637
CFI Errors	120	10	821	79
CFI Error Rate	0.47%	0.19%	1.25%	1.70%
KFI Field Counts	25,256	5,374	64,965	4,693
KFI Errors	78	7	176	17
KFI Error Rate	0.31%	0.12%	0.27%	0.36%

Note: “CFI” is the automated image data extraction and unrecognized fields keyed by a data operator. “KFI” is the verification process when a data operator re-keyed data from the sample questionnaire for comparison to the WIPS data.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

C. Survey Design and Documentation System

One of the goals of the 1999–2000 SASS and 2000–01 TFS was to automate design, processing, and documentation activities more fully. Developing Surveys (DevSurv) software, developed by staff in the Special Surveys Division of Statistics Canada, was used to perform many functions and activities. Specifically, the Census Bureau used DevSurv to produce Computer Assisted Telephone Interview (CATI) specifications for SASS, spreadsheets for testing scenarios, database structures or record layouts for the survey data files, codebooks, as well as code to read the microdata files. The DevSurv software used information stored in a Paradox database. The information entered included such things as question text, response categories, specifications for edits, and specifications for derived variables. More information about the DevSurv software can be found in the *1999–2000 Schools and Staffing Survey: Data File User’s Manual* (Tourkin et al. forthcoming).

IX. Response Rates

A. Survey Response Rates

Table B6 summarizes the weighted and unweighted response rates for interviews in the Teacher Follow-up Survey (shown in percentages). Interviews include teachers who met the criteria for inclusion in the TFS and who sufficiently completed questionnaires. Noninterviews refer to respondents who met the TFS criteria and were included in the sample, but who did not respond to the questionnaire or did not complete items necessary to be considered complete. Out-of-scope cases were deemed ineligible to participate in the TFS and were not included in the TFS sample. Reasons for an out-of-scope designation include respondents who moved out of the United States following the base year or who were deceased.

The unweighted response rates were calculated by dividing the number of interview cases by the total number of eligible cases. The weighted response rates were derived by dividing the number of interview cases weighted by the base weight by the total number of eligible cases weighted by the base weight. The base weight for each sample case is the inverse of the probability of selection.

Table B6. TFS survey response rates, by sector and teaching status, unweighted and weighted: 2000–01

Sampled Teachers	Unweighted	Weighted
Total	87.9	89.8
Current teachers	87.6	89.9
Former teachers	88.5	88.7
Public	89.1	90.1
Current teachers	87.9	90.1
Former teachers	90.9	90.5
Private	85.8	87.7
Current teachers	86.1	88.5
Former teachers	84.8	82.2
Public Charter	86.6	87.0
Current teachers	88.9	89.7
Former teachers	79.5	73.4
BIA	90.3	94.5
Current teachers	92.3	96.9
Former teachers	88.9	93.8

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey

Table B7. Survey response rates for the 1999–2000 SASS Teacher Listing Form, 1999–2000 SASS Teacher Questionnaire, and 2000–01 Teacher Follow-up Survey, weighted

Sampled Teachers	SASS Teacher Listing Form response rate ¹	SASS Teacher Questionnaire response rate ²	Teacher Follow-up Survey response rate ³	
			Current Teachers	Former Teachers
Total	91.2	82.4	89.9	88.7
Public	92.2	83.2	90.1	90.5
Private	87.0	77.4	88.5	82.2
Public Charter	91.3	78.6	89.7	73.4
BIA	97.5	87.4	96.9	93.8

¹ Percent of schools providing teacher listing forms for the 1999–2000 SASS sample, weighted

² Percent of eligible sample teachers responding to the 1999–2000 SASS Teacher Questionnaire, weighted

³ Percent of eligible sample teachers responding to the 2000–01 Teacher Follow-up Survey, weighted

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 Schools and Staffing Survey and 2000–01 Teacher Follow-up Survey.

The lower response rate for public current teachers (see tables B6, B7) is explained by the fact that both movers and stayers completed the current teacher questionnaire. The response rate for public movers (83.0 percent) was much lower than the response rate for public stayers (91.2 percent), which reduced the overall average for this questionnaire to 90.1 percent.

A cumulative overall response rate is the product of the survey response rates shown in table B7; (SASS Teacher Listing Form response rate) (SASS Teacher Questionnaire response rate) (TFS response rate). The cumulative overall response rates by sector and teacher status for the 2000–01 TFS are:

$$\text{Total current teachers: } (.912) (.824) (.899) (100) = 67.6$$

$$\text{Total former teachers: } (.912) (.824) (.887) (100) = 66.7$$

$$\text{Public current teachers: } (.922) (.832) (.901) (100) = 69.1$$

Public former teachers:	(.922) (.832) (.905) (100) = 69.4
Private current teachers:	(.870) (.774) (.885) (100) = 59.6
Private former teachers:	(.870) (.774) (.822) (100) = 55.4
Public Charter current teachers:	(.913) (.786) (.897) (100) = 64.4
Public Charter former teachers:	(.913) (.786) (.734) (100) = 52.7
BIA current teachers:	(.975) (.874) (.969) (100) = 82.6
BIA former teachers:	(.975) (.874) (.938) (100) = 79.9

B. Item Response Rates

Table B8 is a brief summary of the unweighted item response rates for the 2000–01 TFS questionnaires. A response rate for an item is defined as the number of records with valid responses to that item divided by the number of eligible respondents for the item.

Table B8. Summary of TFS item response rates, unweighted: 2000–01

	Former Teachers	Current Teachers
Range of item response rates	29.8–100	11.5–100
Percentage of items with a response rate of 90 percent or more	91.20	96.60
Percentage of items with a response rate less than 80 percent	0.73	0.48
Items with a response rate less than 80 percent	30f	23f(11)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000–01 Teacher Follow-up Survey.

X. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by using data from (1) other items on the questionnaire, (2) the 1999–2000 SASS teacher survey record for the same respondent, and (3) data from the record for a respondent with similar characteristics (commonly known as the ‘hotdeck’ method for imputing for item nonresponse).

For some incomplete items, the entry from another part of the questionnaire, the SASS teacher survey record, or the data record for a similar case was directly imputed to complete the item; for others, the entry was used as part of an adjustment factor with other data on the incomplete record.

Computer processing carried out the procedures listed above. However, for a few items there were cases where entries were clerically imputed. The data record, SASS teacher file record, and in some cases the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when (1) there was no suitable record to use as a donor, (2) the computer method produced an entry that was outside the acceptable range for the item, or (3) there were very few cases where an item was unanswered (usually less than ten).

Values were imputed to items with missing data within records classified as interviews (Interview Status Recode (ISR)=1). Noninterview adjustment factors were used during the weighting process to compensate for data missing because the sample person was a noninterview (ISR=2).

Entries imputed to TFS records are identified by flags that denote the stage or type of imputation: 1 = original value was ratio adjusted; 2 = value was imputed by using data from other variables in the same record; 4 = value was imputed by using data from the sample file or SASS; 7 = value was imputed by using data from the record for a similar case (donor); 8 = value was imputed by hand (clerical); 0 = not imputed.

The variable names for these flags are $F_{variable\ name}$, where *variable name* is the variable name for the data entry, e.g., F_{F0059} is the imputation flag for variable F0059 (item 6 of the former teacher questionnaire).

For more information on survey imputation, see Little and Rubin (1987), Kalton and Kasprzyk (1986), Kalton (1983), Madow, Olkin, and Rubin (1983), and Kalton and Kasprzyk (1982).

XI. Weighting

A. SASS Teacher Weights

The final weight for public, BIA, public charter, and private school teachers is the product of:

(Base Weight) and (School Sampling Adjustment Factor) and (Teacher Sampling Adjustment Factor) and (School Noninterview Adjustment Factor) and (Teacher-within-school Noninterview Adjustment Factor) and (Frame Ratio Adjustment Factor) and (Teacher Adjustment Factor)

where:

- **Base Weight** is the inverse of the probability of selection of the teacher.
- **School Sampling Adjustment Factor** is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger, split, or duplication.
- **Teacher Sampling Adjustment Factor** is an adjustment that accounts for the experienced teachers from non-BIA/non-public charter schools that were subsampled out during mail nonresponse follow-up. Subsampling was necessary because the nonresponse follow-up workload was considerably higher than expected, overwhelming available interviewing resources. If a teacher that was subsampled out for follow-up returned a questionnaire by mail, the teacher record was processed with all the other interviewed teachers.
- **School Noninterview Adjustment Factor** is an adjustment that accounts for schools that did not have teachers selected because Teacher Listing Forms were not provided by the school. It is the weighted (the product of the school base weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.
- **Teacher-within-school Noninterview Adjustment Factor** is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.
- **Frame Ratio Adjustment Factor** is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (product of all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1997–1998 CCD was used as the frame and the teacher counts were in terms of FTEs. For private schools, the 1997–98 PSS was used as the frame and teacher counts were in terms of headcounts. Teachers from certainty schools were assigned a factor of 1.0.
- **Teacher Adjustment Factor** is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation) since the teacher file counts are being adjusted to agree with the school counts.

Note: Due to timing constraints, TFS sampling used a preliminary version of the SASS final teacher weight (based on the preliminary SASS interview status recode (ISR)), which consisted of the SASS base weight, sampling adjustment factor, school noninterview, teacher noninterview and first stage factor, but not the teacher adjustment factor.

B. TFS Teacher Weights

The final TFS sample weight equals:

TFS base weight x SASS weighting adjustment factor x TFS noninterview adjustment x TFS ratio adjustment, where:

- **TFS Base Weight** is the inverse of the probability of selecting a teacher for TFS. This weight is the product of the preliminary teacher weight from SASS (described in previous section) and the TFS subsampling adjustment factor. The TFS subsampling adjustment factor is an adjustment that accounts for the subsampling of current teachers from SASS sample teachers.
- **SASS Weighting Adjustment Factor** is used to adjust for the fact that preliminary SASS weights were used in computing the TFS base weight. The weighting adjustment factor adjusts for any changes that may have occurred between the preliminary and final SASS weighting calculations.
- **TFS Noninterview Adjustment** is the factor used to adjust for teachers who participated in SASS but did not participate in the 2000–01 TFS.
- **TFS Ratio Adjustment** is the factor used to adjust the TFS sample totals to known SASS sample totals. This adjustment ensures that the weighted number of TFS teachers (interviews, noninterviews, and out-of-scopes) will equal the weighted number of SASS teachers from 1999–2000.

XII. Reliability

TFS estimates are based on samples. The sample estimates may differ somewhat from the values obtained from administering a complete census using the same questionnaire, instructions, and procedures. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of the TFS sampling error can be derived or calculated, but not of nonsampling error. This section describes TFS nonsampling error sources, followed by a discussion of sampling error, its estimation, and its use in data analysis (Jabine 1994; Kalton et al. 2000).

A. Nonsampling Variability

Nonsampling errors are attributed to many sources, including:

- Inability to obtain information about all cases in the sample (Monaco et al. 1998; Scheuren et al. 1996)
- Definitional difficulties
- Differences in the interpretation of questions
- Inability or unwillingness on the part of the respondents to provide correct information
- Inability to recall information
- Poorly worded or vague questions (Salvucci et al. 1997)
- Errors made in collection (e.g., recording or coding the data)
- Errors made in processing the data
- Errors made in estimating values for missing data
- Undercoverage (Hammon 2001; Lee, Burke, and Rust 2001)

Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. More detailed discussion of the existence and control of nonsampling errors in the SASS and TFS can be found in the *Quality Profile for SASS Rounds 1–3: 1987–95* (Kalton et al. 2000).

B. Sampling Variability

Standard errors indicate the magnitude of the sampling error. They also partially measure the effect of some non-sampling errors in response and enumeration, but do not measure any systematic biases in the data. The standard errors mostly measure the variations that occurred by chance because a sample was surveyed rather than the entire population.

The sample estimate and its standard error enable one to construct confidence intervals, or ranges that would include the average result of all possible samples with a known probability. For example, if all possible samples were selected and surveyed under essentially the same conditions and with the same sample design, and if estimates and their standard errors were calculated from each sample, then—

- Approximately 90 percent of the intervals from 1.645 standard errors below the estimate to 1.645 standard errors above the estimate would include the average result of all possible samples.
- Approximately 95 percent of the intervals from 1.960 standard errors below the estimate to 1.960 standard errors above the estimate would include the average result of all possible samples.

The average estimate derived from all possible samples is or is not contained in any particular computed interval. However, for a particular sample, one can say with the specified confidence that the confidence interval includes the average estimate derived from all possible samples.

Standard errors were estimated using a bootstrap variance procedure which incorporates the design features of the complex survey sample design (Kaufman 2000). Information about variance estimation software for complex sample surveys can be obtained from <http://www.fas.harvard.edu/~stats/survey-soft/survey-soft.html>.

XIII. Statistical Tests

The tests of significance used in this analysis are based on Student’s t statistics. As the number of comparisons that are conducted at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance, that is, will be erroneously identified as different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant t value of 1.96 from sampling error alone. All the differences cited in this report are significant at the 0.05 level of significance.

XIV. Data Files

There are currently two types of data files produced for the 2000–01 TFS: restricted-use response rate files, which contain all cases in the original sample, and the restricted-use analysis files, which contain only those cases for which interviews were obtained. The restricted-use analysis files are fully imputed and weighted. The files used to generate the estimates in this report were the following:

ID	Questionnaire	Restricted-use response rate data files	Restricted-use analysis data files
TFS-2	Questionnaire for former teachers	9/27/2002	5/29/2003
TFS-3	Questionnaire for current teachers	9/27/2002	5/29/2003

Public-use files are not available at the time of this report, but will be released shortly. These files will be released following disclosure risk analysis and review.

XV. Cautions Concerning Change Estimates

Care must be taken in estimating change over time in a TFS data element, because some of the measured change may not be attributable to a change in the educational system. Some of the change may be due to changes in the sampling frame, to questionnaire item wording, or other changes.

The primary reasons for change include the following:

- Questionnaires were substantially revised. Questions were reworded based on the results of cognitive testing. The order of questions on the questionnaires was also changed.
- The sampling frame has changed somewhat over time. For example, the introduction of public charter schools into the educational system has affected estimates of noncharter public schools as well as public schools overall.
- Definitions and concepts have changed over time.

One major change to note is a change in the “community type” variable used in this report. The Common Core of Data (CCD) changed the Census Bureau’s geographic coding of public schools in metropolitan and nonmetropolitan areas as of school year 1998–99. The definitional change was to redefine “rural” into two codes: code 7 remains as “rural outside a metropolitan area,” while the new code 8 is for “rural within a metropolitan area.” This recognizes the areas that are rural, even though the entire surrounding places may be defined as part of a metropolitan area. At the same time, there has been more reporting and assignment of locale codes for public schools using a more precise system of physical addresses (although some public schools still are using mailing addresses). The physical address allows for a more precise coding than at the ZIP code level of the mailing address of a public school. The change in the method of assigning locale codes has resulted in some cases shifting from one locale code prior to the 1998–99 school year to another as of 1998–99 and subsequent years. The 3-level urbanicity variable now includes the code 8 rural areas in the “urban fringe/large town” category, rather than as part of the “rural/small town” category. This definitional and operational change may result in some comparisons of schools by community type or locale over time that do not reflect actual change, but merely a shift in the distribution of schools by community type due to the difference in definition of rural areas or method of community type assignment.

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Appendix C: Description of Variables

Several variables from the 1999–2000 Schools and Staffing Survey (SASS) and 2000–01 Teacher Follow-up Survey (TFS) were used to produce the tables in this report. As all respondents who participated in the 2000–01 TFS also participated in the 1999–2000 SASS, data collected from SASS are termed “base year” data because the SASS sample is the “base” for teachers who were selected for the Teacher Follow-up Survey.

Variables Found in More Than One Table

The rows found in tables 2, 3, 4, 6, 7, and 8 consist of selected teacher and school base year characteristics. These characteristics, reported for stayers, movers, and leavers, include the following:

- **Age:** Included on the data file as “AGE_T,” a SASS created variable based on respondents’ reported year of birth. AGE_T is a continuous variable and was created by subtracting teachers’ reported year of birth from the year of data collection (2000). AGE_T was recoded for this report and the following categories are included: less than 30 years, 30 to 39 years, 40 to 49 years, and 50 years or more. To allow for trend analysis, categories used in table 2 include: less than 25 years, 25 to 29 years, 30 to 39 years, 40 to 49 years, 50 to 59 years, 60 to 64 years, and 65 years or more.
- **Community type:** Included on the data file as “URBANIC,” a SASS created variable based on the physical location of the school in which the respondent taught during the base year. URBANIC is a 3-level collapse of the 8-level variable SLOCPHYS, created by the Census Geography division and also included on the SASS data file. Categories include central city, urban fringe/large town, and rural/small town. “Central city” includes schools located in large and mid-size central cities, as defined by the Census Bureau. “Urban fringe/large town” includes schools located in urban fringes of large and mid-size central cities, in large towns, and in rural areas inside a metropolitan statistical area. “Rural/small town” includes schools located in small towns or rural areas outside a metropolitan statistical area.
- **Main assignment field:** The 1999–2000 SASS asked respondents to report their main assignment. Main assignment was defined as the field in which respondents taught the most classes. Categories used in this report include arts and music, English/language arts, general elementary, mathematics, science, social studies, special education, and other. The arts and music category includes teachers who reported a main assignment in art, dance, drama/theater, or music. The English/language arts category includes teachers who reported a main assignment in English or language arts, journalism, or reading. The general elementary category includes teachers who reported a main assignment in prekindergarten, kindergarten, or elementary. The mathematics category includes teachers who reported a main assignment in mathematics. The science category includes teachers who reported a main assignment in biology or life science, chemistry, earth/space science/geology, general science, physical science, physics, or other natural sciences. The social studies category includes teachers who reported a main assignment in social studies or social science (including history). The special education category includes teachers who reported a main assignment in general special education, autism, deaf and hard-of-hearing, developmentally delayed, early childhood special education, emotionally disturbed or behavior disorders, learning disabilities, mentally retarded, mildly/moderately disabled, orthopedically impaired, severely/profoundly disabled, speech/language impaired, traumatically brain-injured, visually impaired, or other special education. The

all others category includes teachers who reported a main assignment in American Indian/Native American studies, architecture or environmental design, basic skills or remedial education, bilingual education, computer science, English as a second language, family and consumer science, gifted, health education, military science, philosophy, physical education, religion, foreign languages, vocational-technical education, or all others.

- **Minority enrollment:** Included on the data file as “MINENR,” a SASS created variable based on the percentage of enrolled minority students as reported by the respondents’ base year school. MINENR is a continuous variable and was created by dividing the number of minority students enrolled in the school by the total number of students enrolled in the school. Minority students include American Indian or Alaska Native; Asian or Pacific Islander; black, non-Hispanic; and Hispanic students. MINENR was recoded for this report and the following categories are included: less than 10 percent minority enrollment, between 10 percent and 34 percent minority enrollment, and more than 35 percent minority enrollment.
- **Race/ethnicity:** Included on the data file as “RACETH_T,” a SASS created variable based on respondents’ reported race and ethnicity. Categories used in this report include White, non-Hispanic; American Indian or Alaska Native; Asian or Pacific Islander; Black, non-Hispanic; and Hispanic. The TFS race and ethnicity items differ from those used in the 1999–2000 SASS. Hispanic or Latino ethnicity is now asked in the TFS prior to the race item. Hispanics or Latinos can be of any race. The race categories in TFS are now: White, Black or African-American, Asian, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. For this report, race and ethnicity from the SASS, as opposed to the TFS, were used.
- **Region:** Included on the data file as “REGION,” a SASS created variable based on the Census region where the respondent’s base year local education agency or school was located. Categories include Northeast, Midwest, South, and West. Northeast includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. Midwest includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. South includes Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. West includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.
- **School enrollment:** Included on the data file as “SCHSIZE,” a SASS created variable based on the number of enrolled students as reported by the respondent’s base year school. Categories include 1 to 49 students, 50 to 99 students, 100 to 149 students, 150 to 199 students, 200 to 349 students, 350 to 499 students, 500 to 749 students, 750 to 999 students, 1000 to 1199 students, 1200 to 1499 students, 1500 to 1999 students, and 2000 students or more. Categories used in this report include less than 200 students, 200 to 349 students, 350 to 499 students, 500 to 749 students, and 750 students or more.
- **School level:** Included on the data file as “SCHLEVEL,” a SASS created variable based on the grades offered by the respondents’ base year school. Categories include elementary, secondary, and combined grades. Elementary schools include those with any of grades K–6 and none of grades 9–12. Secondary schools include those with any of grades 7–12 and none of grades 1–6. Combined schools include those with one or more of grades K–6 and one or more of grades 9–12.
- **Sex:** The 1999–2000 SASS asked respondents to report whether they were male or female.
- **Teaching experience:** Included on the data file as “TOTEXPER,” a SASS created variable based on the respondents’ total full-time and part-time teaching experience in public and private schools, as reported during the base year. TOTEXPER is a continuous variable and was recoded for this report into the following

categories: 1 to 3 years, 4 to 9 years, 10 to 19 years, and 20 years or more. To allow for trend analysis, teaching experience in table 2 includes only teachers' full-time teaching experience.

- Teaching status: The 1999–2000 SASS asked teachers to report whether they worked at their teaching position full-time or part-time.

Table-Specific Variables

In addition to selected base year teacher and school characteristics, the tables in this report also incorporate other variables from the 1999–2000 SASS and 2000–01 TFS “Questionnaire for Current Teachers” and “Questionnaire for Former Teachers:”

- Table 4: The average reported base year income of stayers, movers, and leavers is included on the data file as “EARNALL,” a SASS created variable based on teachers' total yearly earnings. EARNALL is a continuous variable and includes summer school earnings, summer earnings obtained through a nonteaching job in a school, summer earnings obtained through a nonschool job, base teaching salary, additional compensation earned during the school year for extracurricular activities, additional income earned during the school year from other school sources, and additional income earned during the school year for work outside the school system. EARNALL was recoded for this report and the following categories are included: less than \$30,000, \$30,000 to \$39,999, and \$40,000 or more.
- Table 5: The 1999–2000 SASS asked teachers how long they planned to remain in teaching. Stayers and movers were asked the same question one year later in the TFS “Questionnaire for Current Teachers.” Response options included: as long as I am able, until I am eligible for retirement, will probably continue unless something better comes along, definitely plan to leave teaching as soon as I can, and undecided at this time. Table 5 reports responses for stayers, movers, and leavers during the base year and, for stayers and movers, during the TFS year.
- Table 6: In the 2000–01 TFS “Questionnaire for Current Teachers,” movers were asked to rate the importance of various reasons for moving from their base year schools. Respondents rated possible reasons on a five-point scale: not at all important, slightly important, somewhat important, very important, or extremely important. Reasons that movers were asked to rate included the following: changed residence, better salary or benefits, higher job security, opportunity for a better teaching assignment (grade level or subject area), dissatisfaction with workplace conditions at previous school, dissatisfaction with support from administrators at previous school, dissatisfaction with changes in job description or job responsibilities, did not feel prepared to implement new reform measures, did not agree with new reform measures, laid off or involuntarily transferred, did not have enough autonomy over classroom at previous school, dissatisfaction with opportunities for professional development at previous school, and dissatisfaction with previous school for other reasons. The percentage of movers who indicated that each factor was very important or extremely important in their decision to move is reported in table 6. All reasons that movers were asked to rate are included in table 6 except “dissatisfaction with previous school for other reasons” and, for private school teachers, “did not have enough autonomy over classroom at previous school.” These reasons were not included due to page size constraints and small cell sizes and related confidentiality concerns. In table 6 “did not feel prepared to implement new reform measures” and “did not agree with new reform measures” were combined into a single category.
- Table 7: In the 2000–01 TFS “Questionnaire for Former Teachers,” leavers were asked to rate the importance of various reasons for leaving the teaching profession. Respondents rated possible reasons on a five-point scale: not at all important, slightly important, somewhat important, very important, or extremely

important. Reasons that leavers were asked to rate included the following: changed residence, pregnancy/childrearing, health, retirement, wanted to teach in a different state but my state teacher certification was not accepted, laid off or involuntarily transferred, to take a sabbatical or other break from teaching, better salary or benefits, to pursue another career, to take courses to improve career opportunities within the field of education, to take courses to improve career opportunities outside the field of education, school received little support from the community, dissatisfied with job description or responsibilities, dissatisfied with changes in job description or responsibilities, did not feel prepared to implement new reform measures, did not agree with new reform measures, and other family or personal categories. The percentage of leavers who indicated that each reason was very important or extremely important in their decision to leave the teaching profession is reported in table 7. All reasons that respondents were asked to rate are included in table 7 except the following: wanted to teach in a different state but my state teacher certification was not accepted, laid off or involuntarily transferred, to take a sabbatical or other break from teaching, and other family or personal reasons. These reasons were not included due to page size constraints and small cell sizes and related confidentiality concerns. In table 7 “to take courses to improve career opportunities within the field of education” and “to take courses to improve career opportunities outside the field of education” were combined into a single category. “Did not feel prepared to implement new reform measures” and “did not agree with new reform measures” were also combined in table 7.

- Table 8: In the 2000–01 TFS “Questionnaire for Former Teachers,” leavers who were collecting a pension from a teacher retirement system were asked about the importance of a series of factors in their decisions to retire. Respondents could rate each factor along a five-point scale: not at all important, slightly important, somewhat important, very important, or extremely important. Reasons that leavers were asked to rate included the following: became eligible to receive full pension benefits, became eligible to accept an early retirement incentive, wanted to teach in a different state but my state teacher certification was not accepted there, dissatisfied with job description or job responsibilities, dissatisfied with changes in job description or responsibilities, did not feel prepared to implement new reform measures, did not agree with new reform measures, dissatisfied with teaching as a career, other family or personal reasons. The percentage of leavers who indicated that each factor was very important or extremely important in their decision to retire is reported in table 8. All factors that respondents were asked to rate are included in table 8 except “wanted to teach in a different state but my state teacher certification was not accepted there.” This factor was not included due to small cell sizes and related confidentiality concerns. In table 8 “did not feel prepared to implement new reform measures” and “did not agree with new reform measures” were combined into a single category.
- Table 9: In the 2000–01 TFS “Questionnaire for Current Teachers” and “Questionnaire for Former Teachers,” movers and leavers were asked whether they agreed or disagreed with various statements about their former schools. Respondents could choose from among the following response options: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, or strongly agree. Movers and leavers were asked to respond to the following statements: I was satisfied with my salary; the school or district offered satisfactory benefits; I was satisfied with the level of job security at the school; the school facility (buildings and grounds) was in need of significant repair; the school was located in a safe neighborhood; I felt safe at the school; the school’s security policies and practices were sufficient; student behavior was a problem; most of the students in the school were motivated to learn; the school emphasized academic success; I received little support from parents; the school received little support from the community; the procedures for teacher performance evaluation were satisfactory; I was satisfied with the policies and practices for assigning students to classes or sections for instruction; some of the classes or sections I taught were too large; I was satisfied with the grade(s) I was assigned to teach; I was satisfied with the subject(s)

I was assigned to teach; I often felt that my teaching workload was too heavy; I did not have enough influence over the school's policies and practices; I was satisfied with the amount of autonomy and control I had over my own classroom; resources and materials/equipment for my classroom(s) were sufficiently available; computers and other technology for my classroom(s) were sufficiently available; there was not enough time available for planning and preparation during a typical week at the school; the professional caliber of the faculty at the school was high; there were many opportunities to collaborate with other teachers in the school; there was not enough uninterrupted class time available for instruction; at last year's school, including (mainstreaming) special needs (e.g., disabled) students in regular classes made it difficult for me to teach; I was pleased with the opportunities for professional advancement (promotion) offered to teachers at the school; I was pleased with the opportunities for professional development (learning/training) offered to teachers at the school; required professional development activities at the school usually closely matched my professional development goals; the school administrators' behavior toward the staff was supportive and encouraging; in thinking of all the factors that influenced my satisfaction with teaching in last year's school, overall, I was satisfied; in thinking of all the factors that influenced my satisfaction with teaching in general, overall, I was satisfied. The percentage of movers and leavers who strongly agreed or strongly disagreed to each statement is reported in table 9.

- Table 10: In the 2000–01 TFS “Questionnaire for Former Teachers” and “Questionnaire for Current Teachers,” stayers, movers, and leavers were asked to rate characteristics of their base year instructional leaders. Leavers rated their instructional leaders along the following five-point scale: not at all effectively, somewhat effectively, quite effectively, very effectively, or extremely effectively. Movers and stayers rated their instructional leaders along the following five-point scale: not at all effectively, slightly effectively, somewhat effectively, very effectively, or extremely effectively. Respondents evaluated instructional leader performance in the following areas: communicating respect and value of teachers; encouraging teachers to change teaching methods if students are not doing well; working with staff to develop and attain curriculum standards; encouraging professional collaboration among teachers; working with teaching staff to solve school or department problems; encouraging the teaching staff to use student evaluation results in planning curriculum and instruction; developing broad agreement among the teaching staff about the school's or department's mission; facilitating and encouraging professional development activities of teachers. Table 10 includes the percentage of stayers, movers, and leavers who responded “very effectively” or “extremely effectively” to each aspect of the instructional leader.
- Table 11: In the 2000–01 TFS “Questionnaire for Current Teachers,” stayers and movers were asked whether they agreed or disagreed with various statements about the administrator and staff at their base year school. Response options included: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree. Stayers and movers were asked to respond to the following statements: the school administrators' behavior toward the staff is supportive and encouraging; the school principal enforces school rules for student conduct and backs me up when I need it; most of my colleagues share my beliefs and values about what the central mission of the school should be; there is a great deal of cooperative effort among the staff members. Table 11 includes the percentage of stayers and movers who responded “strongly agree” or “strongly disagree” to each statement about their administrator.
- Table 12: In the 2000–01 TFS “Questionnaire for Current Teachers,” movers were asked to describe the move from their former school. Response options included: moved from one public school to another public school in the same school district, moved from one public school district to another public school district, moved from a private school to a public school, moved from one private school to another private school, moved from a public school to a private school. In this table, average responses were reported for all movers, movers with less than 5 years of teaching experience, and movers with 5 or more years of experience.

Teaching experience is included on the data file as “TOTEXPER,” a SASS created variable based on respondents’ total full-time and part-time teaching experience in public and private schools.

- Table 13: In the 2000–01 TFS “Questionnaire for Former Teachers,” leavers were asked about their current main occupational status. Response options included: attending a college or university, caring for family members, disabled, retired, other, unemployed and seeking work, working in an elementary or secondary school with an assignment other than teaching, working in an education occupation outside of elementary or secondary education, working in an occupation outside the field of education. Response options for leavers who were working included: employee of a private company, business, or individual for wages, salary, or commission; federal government employee; state government employee; local government employee; self-employed in own business, professional practice, or farm; working without pay in a family business or farm; working without pay in a volunteer job. Leavers who indicated that they were “a federal government employee” or “a state government employee” were combined into a single category in table 13. Leavers who indicated that they were “working without pay in a family business or farm” or “working without pay in a volunteer job” were also combined in table 13.
- Table 14: In the 2000–01 TFS “Questionnaire for Former Teachers,” leavers who were working were asked to compare their current occupations to teaching with respect to 17 criteria: salary, benefits, job security, intellectual challenge, opportunities for professional development, professional prestige, general work conditions, safety of environment, manageability of workload, procedures for performance evaluation, autonomy or control over own work, influence over workplace policies and practices, availability of resources and materials/equipment for doing job, recognition and support from administrators/managers, professional caliber of colleagues, opportunities for professional advancement, opportunities for learning from colleagues. Leavers rated each criterion based on a three-point scale: better in teaching, better in current position, or no difference. All criteria are reported in table 14.